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AUTHOR Haines, Dana Lee
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ABSTRACT

The fourfold purpose of this study was to determine if student attitudes toward community service, student attitudes toward civic involvement, student attitudes about life skills, and student attitudes toward civic engagement and service learning differed based on enrollment in a course with a service learning component or enrollment in a course without that component. The context of the study was an English 102 course in the spring semester of 2002 at Mesa Community College in Mesa, Arizona. One selected section of the course had a service learning requirement and one selected section did not. Fifteen students in the service learning section, and 20 students in the non-service learning section participated in the study. The study used two instruments: (1) the Academic Course Evaluation Questionnaire; and (2) a Student Life Skills Self Evaluation. Results of the study indicate that there was a significant difference between the groups related to students' involvement in community service during the semester and prior to the semester studied. Students who did not enroll in the class with the service learning component had participated in more prior community service and also were more likely to have voted in the last election. Research instruments appended. (Contains 122 references and 20 tables.) (NB)

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ABSTRACT

A Study of Community College Student Attitudes Related to Service Learning

Dana Lee Haines

Mentor: Betty Jo Monk, Ph.D.

The fourfold purpose of this study was to determine if (1) student attitudes toward community service, (2) student attitudes toward civic involvement, (3) student attitudes about life skills, and (4) student attitudes toward civic engagement and service learning differed based on enrollment in a course with a service learning component or enrollment in a course without a service learning component. A related purpose for students enrolled in a course with a service learning component was to determine if the service learning component had an impact on students' future educational or career plans.

The study was conducted at Mesa Community College in Mesa, Arizona using two groups enrolled in an English 102 course: (1) 23 students (10 males and 13 females) with service learning, and (2) 16 students (8 males and 8 females) without service learning.

Research questions were answered using an academic course evaluation questionnaire, student life skills self-evaluation, a writing sample, and reflection papers (service learning only). Results indicated no differences between the students enrolled in the course with service learning and the students enrolled in the course without service

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learning on the perception of community service, civic involvement, life skills, and civic engagement. A statistically significant difference was determined with students' involvement in community service during Fall 2001 and prior to Fall 2001 as well as with students' voting record.

Writing samples from students without service learning produced emerging themes of establishing responsibility, relationship to community, personal development, and college entrance. Writing samples from students with service learning produced emerging themes of involvement in community, career decisions, and personal development. Analysis of fourteen reflection papers revealed there was some impact of the service learning experience on their educational or career plans.

Consideration of the academic course for use of service learning is paramount. While there is value to service learning, this study revealed that using a content course such as English may not be the most appropriate for service learning. Alternatives for service learning opportunities include internships or professional/career-oriented courses to assure a specific connection of subject matter for the reflection process necessary in service learning.

Approved by the Department of Educational Administration:

Albert B. Smith, Ph.D., Chairperson

Approved by the Dissertation Committee:

Betty Jo Monk, Ph.D., Chairperson

Robert C. Cloud, Ed.D.

James L. Williamson, Ed.D.

Henry H. Walbesser, Ph.D.

Randy M. Wood, Ph.D.

Approved by the Graduate School:

J. Larry Lyon, Ph.D., Dean

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of

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By

Dana Lee Haines

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DEDICATION

To my mother, Lynne, all my love
To my brother, Harry, you are one for whom I have great respect
To my sister, Holly, you are the one who always let me come along for the fun

In loving memory of my father, Harry William Haines, Jr., an inspiration to my life

CHAPTER ONE

Introduction

In recent years, there has been a growing interest in the integration of service learning into the higher education curriculum, particularly at the community college level. Interest in service learning has been fueled by initiatives such as the National Community Service Trust Act of 1993 and federally funded programs such as Learn and Serve America (Kozieracki, 2000; Robinson, 1999/2000). A 1997 study conducted by the American Association of Community Colleges (AACC) revealed that service learning courses were offered in community colleges in 45 states (Robinson, 1999/2000). In the 204 colleges surveyed by AACC, the number of service learning courses included the following: 128 in the social sciences, 96 in the humanities, 71 in health, 64 in science/math, 62 in technical/vocations, 15 in business, 13 in education, and 63 in other areas. This growth is expected to continue as a response to the intent of service learning.

According to Jacoby (1996) "as a pedagogy, service-learning is education that is grounded in experience as a basis for learning and on the centrality and intentionality of reflection designed to enable learning to occur" (p. 9). As part of an academic program, service learning is defined by Bringle and Hatcher (1996) as:

a credit-bearing educational experience in which students participate in an organized service activity that meets identified community needs and reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility. Unlike extracurricular voluntary service, service learning is a course-based service experience that produces the best outcomes when meaningful service activities are related to course material through reflection activities such as directed writings, small group discussions, and class presentations. (p. 222)

Service learning can be an important part of a student's civic education, influencing such characteristics as political action skills, communication skills, critical thinking skills, and tolerance (Giles & Eyler, 1994a; Giles & Eyler, 1994b). Service learning also has been shown to enhance students' beliefs in their personal efficacy, and can be a predictor in their further professional development (Eyler, Giles, & Braxton, 1997).

Research has primarily focused on the "effects of service-learning on career, moral, social, citizenship, and leadership development, few studies have examined the effects of service-learning on academic development" (Enos & Troppe, 1996, p. 157). An example of academic development would be student mastery of course objectives. Corbett and Kendall (1999) observed that "insufficient research has investigated student perception of their service learning experiences as well as actual learning outcomes" (p. 66). Moreover, the majority of the studies on service learning have examined the experience of students at four-year institutions.

With increased growth of service learning offerings at the community college level fueled by funding designed to encourage students' participation in community service, there is a need for research related to the impact service learning has on the students' attitudes toward community service and civic involvement. By the process of reflection the evaluation of the service learning experience may reveal the enhanced understanding of course content. In addition, it is important to determine the impact of the service learning component related to the community college student's future educational or career plans.

Statement of the Problem

The problem of the study concerned the impact of a service learning component on community college students' attitudes toward community service as well as civic involvement, life skills, civic engagement, and future educational or career plans.

Purpose of the Study

The fourfold purpose of this study was to determine if (1) student attitudes toward community service, (2) student attitudes toward civic involvement, (3) student attitudes about life skills, and (4) student attitudes toward civic engagement and service learning differed based on enrollment in a course with a service learning component or enrollment in a course without a service learning component. A related purpose for students enrolled in a course with a service learning component was to determine if the service learning component had an impact on students' future educational or career plans.

Research Questions

To carry out the purposes of the study the following research questions were addressed:

- R1: What, if any, differences exist in student attitude toward community service between students enrolled in a community college course with a service learning component and students enrolled in the same community college course without a service learning component?
- R2: What, if any, differences exist in student attitude toward civic involvement between students enrolled in a community college course with a service learning component and students enrolled in the same community college course without a service learning component?

- R3: What, if any, differences exist in student attitude toward student life skills self-evaluation between students enrolled in a community college course with a service learning component and students enrolled in the same community college course without a service learning component?
- R4: What, if any, differences exist in student attitude toward civic engagement and service learning between students enrolled in a community college course with a service learning component and students enrolled in the same community college course without a service learning component?
- R5: For students enrolled in the community college course with a service learning component, what, if any, impact does the service learning component have on their future educational or career plans?

Significance of the Study

The significance of this research is that it contributes to a much needed body of knowledge about service learning concerning the community college student. Responses to the research provide a picture for community college instructors as to the practicality of the elements of the service learning component. Initiatives in service learning in the community college setting are just beginning. Determination of their value has not been an area of much focus. Research of those initiatives for the community college should be evaluated and assessed. Results of this study give community college instructors the opportunity to modify curriculum objectives to better meet the needs of community college students regarding service and future educational and career preparation.

Definition of Terms

AmeriCorps- 1994 national program developed through legislation that is "based on local participation and community control, whose long-term effects would be measured by the increases in institutional infrastructure, organizational capacity, and community development" (Checkoway, 1997, p. 79), and as a "method of funding higher education for college students participating in community service activities" (Siscoe, 1997, p. 24).

Campus Compact- 1985 founded, "national coalition of 520 college and university presidents committed to helping students develop the values and skills of citizenship through participation in public and community service" (Rhodes, 1997, p. 56).

Citizenship- "Service as citizenship emphasizes the importance of lifelong community service as a crucial aspect of being a citizen" (Mettetal & Bryant, 1996, p. 24).

Civic Engagement- "voting and volunteering," "building and creating strong communities," and "helping citizens recognize their authority, learn the skills to create changed, and organize a base with others who share a common vision" (Van Benschoten, 2000, p. 304).

Community College- "a distinctly American invention of the post-World War II era," "make higher learning accessible to populations who were formerly excluded from traditional institutions," and "filling unmet needs for higher learning and professional training is considered service" (Stanton, Giles, & Cruz, 1999, p. 16), "any institution accredited to award the associate in arts or science as its highest degree," "transfer/liberal arts programs designed for students who plan to obtain a baccalaureate degree; these programs lead to an associate degree in science or the arts; vocational/occupational programs leading to a certificate or an associate degree in applied science; community education and personal interest courses which do not award academic credit; developmental/remedial programs designed to prepare students to enter degree or certificate programs by improving their communication or mathematical skills" (Foote, 1999, p. 1).

Community Service- "unpaid work that everyone can do to improve the quality of life of those being served, of those serving, and ultimately of the community as a whole" (Carr, 1999, p. 4, as cited in Century Technical and Community College Service Learning Faculty Manual, 1996, p. 5).

Learn and Serve America: Higher Education- "objective is to help to develop a national service-learning movement among community colleges" (Lisman, 1997, p. 62).

National and Community Service Act of 1990- "enacted by the 101st Congress as a measure to enable students to serve their communities" (Siscoe, 1997, p. 21).

National and Community Trust Act of 1993- "extended and expanded American volunteer programs such as Volunteer in Service to America (VISTA), Retired Senior Volunteer Program (RSVP), Foster Grandparent Program), and the Senior Companion Program (Siscoe, 1997, p. 23, as cited in Alt & Medrich, 1994), and "the Corporation for National Service was created" (Siscoe, 1997, p. 23).

Service learning- "form of experiential education in which students engage in activities that address human and community needs together with structured opportunities intentionally designed to promote student learning and development. Reflection and reciprocity are key concepts of service learning" (Jacoby, 1996, p. 5).

Basic Assumptions

It was assumed that the subjects of the study all participated voluntarily. It was assumed that the subjects were honest and provided completeness of responses to the best of their knowledge.

Limitations

This study had certain limitations which typically included the failure to respond to questionnaire, incomplete data, and any distortion of responses. A limitation was students who may have failed to complete actual service requirements of the course. Another limitation was the subjects of the study who matriculated and then dropped the course that offered the service learning component during the semester. In the selection of two academic courses, each had a small number of subjects ($n = 16$ and $n = 23$) enrolled. McMillan and Schumacher (1997) determined that "the larger the sample the more representative it will be of the population" so this was a potential limitation for statistical differences (p. 172).

A limitation was that the faculty member guiding the process was new to the service learning concept. The individual faced challenges coordinating the service learning component with the academic course. Another limitation involves the students and their intent to pursue additional education which may have affected their responses. Not all of these community college students may have been seeking an associate degree or intending to transfer credits to a four-year institution. A final limitation of the study concerns the attitudes of respondents. Questionnaires and writing samples were administered to students in both courses at the beginning of the semester whereas the reflection papers of the students in the English 102 course that offered a service learning

component were required at the completion of the spring 2002 semester. These students may have been tired or exhilarated from the experience or had other distractions which may have led to a certain attitude with regard to writing the final paper for the course.

CHAPTER TWO

Review of Related Literature

Introduction

To understand the scope, purpose, and initiatives of service learning, a review of literature examined this unique approach to learning. The literature review in this chapter covers definition of service learning, incorporation of service learning in higher education, relationship to theoretical landmarks, evaluation of service learning curriculum, community college service learning literature, and community college service learning initiatives. Many generations have served the community through volunteerism, yet the new generation serves the community through academic courses called service learning. This approach of service learning is specifically defined.

Definition of Service Learning

When determining the essence of service learning, there have been a few ways that it has been defined. Bringle and Hatcher (1996) provide a comprehensive definition of service learning as:

a credit-bearing educational experience in which students participate in an organized service activity that meets identified community needs and reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility. Unlike extracurricular voluntary service, service learning is a course-based service experience that produces the best outcomes when meaningful service activities are related to course material through reflection activities such as directed writings, small group discussions, and class presentations. (p. 222)

Bringle and Hatcher emphasize civic responsibility. Similarly, Battistoni (1995) states a refined definition of service learning where "programs like those at Rutgers, Providence, and other schools offer a model that integrates liberal teaching, experiential learning, critical reflection, community service, and citizen education into a pedagogy of freedom" (p. 34-35). Cushman (1999) indicates that "in their most limited sense, service learning courses unite in a single mission the traditionally separate duties of research, teaching, and service" (p. 331). Jacoby (1996) offers a popularly referenced definition of service learning as a:

form of experiential education in which students engage in activities that address human and community needs together with structured opportunities intentionally designed to promote student learning and development. Reflection and reciprocity are key concepts of service learning. (p. 5)

Brandell and Hinck (1997) describe service-learning as "the blending of service and learning goals in such a way that the two reinforce one another. It connects student service with traditional classroom instruction, learning, and reflection. Service learning is a philosophy of education, as well as a service to the community" (p. 49). These researchers suggest that service learning is an integral aspect of the education process. Students learn while working in and reflecting on their service experience. Likewise, a community is served by the students.

Easterling and Rudell (1997) discuss the value of service learning that it:

offers a new approach that can invigorate the teaching/learning process in marketing. A service-learning component offers students an opportunity to develop problem-solving skills, to integrate marketing theory with the practical concerns of people in need and the organizations trying to serve them, to improve self-confidence and basic social skills and cultivate leadership potential, to confront issues of diversity as they work with people from different cultural backgrounds, and to become more engaged in an

issue of social concern that may be the beginning (or continuation) of lifelong involvement. (p. 61)

Obviously, Easterling and Rudell understand the concept of service learning with marketing and how it relates to the development of students as well as contributes to the betterment of society. As service learning has been defined and as some faculty recognize the contribution, it is necessary to review the scope of service learning in higher education.

Incorporation of Service Learning in Higher Education

Since 1998, studies have revealed the incorporation of service learning in the higher education curriculum. Such courses include brochure writing (Hilosky, Moore, & Reynolds, 1999), composition (Deans & Meyer-Goncalves, 1998), social work (Rocha, 2000), peace and justice studies (Roschelle, Turpin, & Elias, 2000), managerial economics (McGoldrick, 1998; McGoldrick, Battle & Gallagher, 2000), communication studies (Corbett & Kendall, 1999), family and consumer sciences (Nnakwe, 1999; Paulins, 1999), gerontology (Clark, 1999; Fisher & Finkelstein, 1999; Covan, 2001; Stafford, 2001), and marketing education (Easterling & Rudell, 1997). Other academic areas in which service learning has been incorporated include pharmacy education (Osborne, Hammerich, & Hensley, 1998; Lamsam, 1999), nursing (Oncha, Sloat, Shoultz, & Tse, 1998; Peterson & Schaffer, 1999; Kulewicz, 2001), business communication (Tucker, Powell, & Cleary, 1999), mathematics/statistics (Duke, 1999; Root & Thorne, 2001), psychology (Fenzel, 2001; Kretchmar, 2001), accounting (Gujarathi & McQuade, 2002), social foundations (Lakes, 2001), teacher education (Kesson & Oyler, 1999; McKenna, 2000; Swick & Rowls, 2000; Barton, 2000; Swick,

2001; LaMaster, 2001; Alexandrowicz, 2001; Malone, Jones, & Stallings, 2002), marine botany (Mitra, 2000), recreation (Moorman & Arellano-Unruh, 2002), community design (Cameron, Forsyth, Green, Lu, McGirr, Owens, & Stolz, 2001), human ecology (Emanoil, 2000), motor development (Williams & Kovacs, 2001), research methods (Collier & Morgan, 2002), technical communications (Matthews & Zimmerman, 1999; McEachern, 2001; Tovey, 2001) and others. From the broadness of these courses, it appears that service learning is growing.

The trend to adopt service learning in partnership with the curriculum suggests that faculty are beginning to embrace the value of service learning. In addition from the various courses mentioned, it appears that the incorporation of service learning is not limited to the typical social work or psychological type of instruction under which the general guise of service learning falls. Faculty are recognizing that service learning is applicable to any course in the academic arena. By use of technological advances, Bennett and Green (2001) proposed the connection of service learning and online instruction to create a "symbiotic educational relationship" (p. 491). While a fair amount of literature prior to 1998 bordered on anecdotal commentaries, Astin and Sax (1998) indicated in a study of service learning that "empirical studies on the impact of service are quite scarce" (p. 251) and suggest that future studies would have a "special emphasis on the effects of course-based service learning" (p. 262).

Literature from 1999 to 2002 is beginning to show empirical evidence of the power of service learning in academia, yet it is still somewhat limited in scope. The range of studies covered is on faculty involvement in service-related activities (Antonio, Astin, & Cress, 2000), institutionalization of service-learning in higher education

(Bringle & Hatcher, 2000), institutional support (Hinck & Brandell, 2000), impact of Learn & Serve America on students' development (Gray, Ondaatje, Fricker, & Geschwind, 2000), perception of service learning experience, course content, and citizenship (Corbett & Kendall, 1999), civic responsibility/citizenship (Paulins, 1999; Morgan & Streb, 2001), commitment to social justice (Roschelle, Turpin, & Elias, 2000), and advocacy and policy change (Rocha, 2000). Additional work has focused on involvement preferences (Payne & Bennett, 1999), evaluation of experience (Aberle-Grasse, 2000, Kretchmar, 2001), transfer of community service to service learning (Hollis, 2002), enhanced communication skills (Tucker, McCarthy, Hoxmeier, & Lenk, 1998), components of a successful program for pre-service education students (McKenna, 2000), effect on the social responsibility of undergraduate students (Nnakwe, 1999), group collaboration and research skills (Peterson & Schaffer, 1999), and attitudes toward community service (Shiarella, McCarthy, & Tucker, 2000) among other studies. The variation of the studies indicates that there is interest in the area of service learning in higher education and that researchers are discovering its importance. Likewise, theoretical application of service learning has experienced a state of change since the creation of service learning in terms of how best to explain the learning process of the experience.

Relationship to Theoretical Landmarks

Service learning has been tied to theoretical landmarks, namely the work of David Kolb (1984), whose work was on experiential learning. Researchers such as Markus, Howard, and King (1993) and Cone and Harris (1996) conducted studies that focused on the intellectual component. Other researchers such as Petkus (2000) and Long, Larsen,

Hussey, and Travis (2001) devoted time to developing theoretical frameworks for service learning.

One of the pioneer studies on service learning conducted by Markus, Howard, and King (1993) focused on the value of service learning in higher education. The findings of that study indicated that:

students in the service learning groups were significantly more likely than those in the traditional discussion sections to report that they had performed up to their potential in the course, had learned to apply principles from the course to new situations, and had developed a greater awareness of social problems. (p. 410)

Cone and Harris (1996) sought to develop a theoretical framework for service learning. This approach was a six-step process of a "lens model" that "seems to capture both the individual, psychological nature and the interpersonal, socio-cultural nature of service-learning" (p. 33). The model's six facets involved (1) learners, (2) definition of the task, (3) experience, (4) critical reflection, (5) mediated learning, and (6) learners with new integrated concepts. Essentially, the model was to show that "service-learning is not simply an abstract pedagogical tool, but an experience that has potentially profound effects on a student's intellectual and personal growth" (p. 34).

Subsequent studies about service learning by other researchers, according to Corbett and Kendall (1999), were categorized into four themes: (1) philosophy and theory, (2) value and benefits to students, faculty, university, and community, (3) institutionalizing service learning, and (4) pedagogy. Corbett and Kendall provided a significant literature synopsis of studies on service learning.

Petkus (2000) developed a theoretical framework for students in marketing. Service learning would be a component of introductory marketing, research, personal

selling, consumer behavior and other marketing courses and tailored to the service learning environment of a homeless shelter. This framework was built upon the work of experiential learning cycle of David Kolb (1984). Petkus (2000) stated that "service-learning's experiential nature provides a real-world situation in which students can experience, reflect on, conceptualize, and implement their marketing skills" (p. 70).

Long, Larsen, Hussey, and Travis (2001) presented a framework for organizing, managing, and evaluation of service-learning projects. This framework "conceptualized service-learning in higher education as overlapping circles of clinical experiences, volunteerism, and education" where "these overlapping circles represents a service-learning model that can accommodate many diverse service-learning experiences" (p. 4). The essence of this model is founded upon the work of Kolb whose focus is in the cognitive area.

Typically, the theoretical basis for service learning has favored David Kolb (as cited in Alt, 1997) where:

cognitive theories have for many years posited that both direct experience and reflection are essential to effective learning. David Kolb (1984) elaborates on this idea, suggesting that learning requires four steps: observe or explain events; reflect on that experience; develop concepts that explain and allow generalization from the events; and test these concepts in varied situations. (p. 9)

Theory for service learning is attributed to John Dewey. Corbett and Kendall (1999) stated that "although the term "service learning" is relatively new, its central tenets can be traced back to John Dewey, who strongly maintained that a primary goal of education was to help students become involved, active citizens of the democracy" (p. 67). Corbett and Kendall (1999) also recognized that "focus of today's service learning movement is the connection between the goals of academic learning and the goals of the community"

(p. 67). This connection is significant in terms of the relationships that are developed and the view that students will have of the educational experience and of the community in which they serve following graduation.

Concern for learning within service learning study has been an issue raised by researchers with some criticism. Alt (1997) indicated that "there is still relatively little evidence demonstrating the connection between service and particular objectives. The literature provides more support for effects on social and psychological development than on academic achievement" (p. 12). Research by Enos and Troppe (1996) claimed that "although there is some research on the effects of community service and service-learning on career, moral, social, citizenship, and leadership development, few studies have examined the effects of service-learning on academic development" (p. 157). Results from a study by Astin and Sax (1998) led to the conclusion that participating in service activities "enhances the student's academic development, life skill development, and sense of civic responsibility" (p. 262). Corbett and Kendall (1999) indicated that "insufficient research has investigated student perception of their service learning experiences as well as actual learning outcomes" (p. 66). The study by Corbett and Kendall (1999) examined "students' service learning experiences in multiple courses taught within a communication department" (p. 66). As these researchers expressed, there is some deficiency in studies focusing on student perception and learning, which signifies that there is opportunity for research in this realm.

Evaluation of Curriculum

In the review of literature, some elements concerning the evaluation of the curriculum were evident. Elements noted were the focus on the cognitive, the non-positive reactions of students toward service learning, and questions regarding mandatory service.

Studies about the effects of service learning have essentially focused on the cognitive aspects. Within the past two years, over fifty studies and commentaries have been written on service learning. Two commentaries include a historical reflection of service learning pioneers (Stanton, Giles, and Cruz, 1999) and a profile of service learning models of excellence (Zlotkowski, 1999). In a 1998 publication, *New Directions for Teaching and Learning*, Giles and Eyler presented "A Service Learning Research Agenda for the Next Five Years." This chapter criticizes the anecdotal research and submits five areas for research focus: (1) students, (2) faculty, (3) institution, (4) community, and (5) society. Giles and Eyler (et al, 1998) "argue for a multimethod approach at this stage of service learning research. Both quantitative and qualitative methods have much to offer" (p. 70). As with most research, there have been limitations to studies, so the multimethod approach has not been significantly used in the area of service learning.

Practical use of service learning in higher education has researchers offering numerous approaches. Abernathy and Obenchain (2001) developed a student planning process for service learning which covers five phases using the construction plan as the example: (1) subcontractors (community), (2) surveying the building site (community needs), (3) feasibility study (potential projects), (4) building plans (synthesis), and

(5) building contract (action phase of the service learning). Throughout each phase is a reflection process for students to consider the experience and respond to the need for change or adaptation. While researchers are experimenting with different approaches to service learning, there should always be consideration of students and their interest in the course.

One limitation about service learning involves non-positive reactions of students. Enos and Troppe (1996) observed that "the brief exposure to service might reinforce students' negative stereotypes regarding populations typically in need of service, and reflection might not prod students into sufficient intellectual analysis to have any significant impact on them" (p. 166). Enos and Troppe (1996) also stated that "using service as a significant course component can exclude students who work or have otherwise busy schedules, because they may not be able to take courses that require a substantial amount of service" (p. 168). If the result is not positive and scheduling is a problem, then there is a limit to the student participation in what is viewed as a valuable teaching method.

Corbett and Kendall (1999) offered the question "what are our pedagogical responsibilities toward students who respond negatively to service learning and question the appropriateness of teaching service and citizenship in higher education?" (p. 74). Corbett and Kendall (1999) indicated that "as a response, some universities have instituted non-service alternatives, either within the same course or in a second course section" and state that "scholars should investigate this side of service learning and its impact on students" (p. 74). Consequently, it is imperative for the service learning

options that there be an awareness of a potential resistance to such a method of instruction.

While there may be some schedule challenges and alternatives to service learning, another limitation is the issue of mandatory service. Kozeracki (2000) asked a valid question "does the trend toward including community service or service learning enrollment as a graduation requirement undermine the very idea of volunteerism? There is a potential for students to resent this demand on their time, perhaps with damaging consequences" (p. 66). Stukas, Snyder, and Clary (1999) discovered that "a required program undermined the relationship between past experience and future intentions only for those individuals who felt more externally controlled by the program" (p. 63). The ramification of this issue is very real, since there is a movement toward mandatory requirements at the high school level. As early as 1991, one university instituted a service learning requirement. Carpenter and Moore (1997) stated that the impact of the requirement "has proven to be the centerpiece for academic innovation at Southern University" (p. 54). Pritchard (2001) stated that "even if a college has a mandatory community service requirement, educators can still take advantage of students' ideas, experiences, and autonomy in designing and implementing specific community service learning projects" (p. 22). Questions stemming from mandatory service will impact the potential of students involved in service learning as well as students involved in general volunteer opportunities as they move to higher education, whether they attend a four-year institution or a community college.

Community College Service Learning Literature

The infusion of service learning in community colleges was created because of growing support for the National and Community Service Act of 1990 and the National Community Service Trust Act of 1993 (Kozeracki, 2000). Intent of these initiatives was to encourage community service. Support resources were provided from areas such as the Campus Compact National Center for Community Colleges as well as the American Association of Community Colleges (Kozeracki, 2000). With the overwhelming support for service learning Lee (1997) reminded us that:

advocates of a service focus of community college education must be prepared to face the skeptics who ask how that focus can be retained despite broadening of mission. They must be creative, for example, in finding ways to bring the values of service learning and civic literacy into courses emphasizing job training and vocational skills. (p. 4)

While there is a groundswell for the service learning, educators have a responsibility to be committed to the mission of the community college. The use of service learning can propel that mission to a higher level. The objective of this section is to provide a literature review, from 1995 to present, of service learning at the community college level.

Service learning in the community college environment has grown significantly since 1995. A study conducted by the American Association of Community Colleges in 1997 revealed that there were over 50% of community colleges in 45 states offering service learning (Robinson, 1999/2000). The main reason attributed to this increase is federal funding for programs such as the Learn and Service America and AmeriCorps (Robinson, 1999/2000). Academically, of the 204 colleges surveyed, service learning courses were available in the following areas: 128 social sciences, 96 humanities, 71

health, 64 science/math, 62 technical/vocational, 15 business, 13 education, and 63 other areas. With the developing interest in service learning at the community college level, researchers have focused on its civic nature.

Gallego (1998) proposed that "service learning should be supported in community colleges as an instructional method that engages students, faculty, and the community. Emphasis should be placed on instilling a sense of civic responsibility" (p. 4). Lisman (1999/2000) concurred that "this pedagogy is one of the most effective ways to help our students become more civically and ethically engaged in our communities" (p. 40). Exley, Gottlieb, and Young (1999/2000) pointed out that "service learning and the "America Reads" program have proven to be effective and important ways to help fill higher education's commitment to community building, scholarship, and civic responsibility" (p. 16). This increase of courses with service learning and the recommended emphasis, community colleges have an open door for developing enhanced relationships with the community as students learn within the context of that environment.

The scope of literature devoted to service learning in the community college in recent years has reviewed institutional mission (Serow, Calleson, Parker, & Morgan, 1996), service learning benefits to the new generation of students (Prentice & Garcia, 2000), internet advertising of service learning content (Carr, 1999), web-based instruction (Olson (2002), examination of the "destiny" of community colleges (Robinson, 1999/2000), collaboration with community agencies (Garcia, 1999/2000; Exley, Gottlieb, & Young, 1999/2000), as well as The Learn & Serve America Program and the development of the One America Program (Lisman, 1997; Zariani, 1999/2000).

Other areas have explored experiences of faculty understanding of philosophy in connection with service learning (McCarty, 1999/2000), income tax preparation assistance (Cruz, 2002), case study (Burr, 1999), ethics in the curriculum (Lisman, 1999/2000), general reviews of service learning literature (Kozieracki, 2000; Peterman, 2000), best practices of model programs (Robinson & Barnett, 1998), and critical thinking processes (McAlpine, Donahue, Kane, Pfennighaus, & Murphy, 2000). While this scope is relatively broad, in some respects the literature is in critical condition, because little about service learning pertaining to the community college is written and so little is of an empirical nature.

Two studies conducted in the community college environment focused on civic disengagement utilizing learning communities at Collin County Community College in Plano, Texas (Hodge, Lewis, Kramer, & Hughes, 2001), and English as a second language in a reading class at Foothill College in Los Altos Hills, California (Elwell & Bean, 2001). The learning communities study examined the nature of cross disciplinary integration of service learning in the community college curriculum. Two results from the study revealed that "87% stated that they were able to incorporate practical learning into their academic study" and that "36% indicated that service learning affected their career plans (i.e. they questioned, confirmed, or changed career plans)" (Hodge, Lewis, Kramer, & Hughes, 2001, p. 686). Results from the ESL study revealed that the community college students "saw this community service learning project not as an isolated academic exercise but as a project that possessed real-world relevance" (Elwell & Bean, 2001, p. 59). Expectations of future literature would be the representation of dissertations that are focused on service learning. Shumer, Treacy, Hengel, & O'Donnell

(1999) procured over 100 dissertations on the subject since 1990; some focus on the community college effort.

Burr (1999) conducted research in the form of a case study for an architecture course with the intent "of successfully implementing progressive service learning as an effective alternative learning methodology for community colleges" (p. 31). Results of this study indicate that the students were deeply involved in issues of problem-solving, research, awareness, collaboration, and global learning. Skills acquired in this manner are those necessary for the future members of a successful work team.

Kozeracki (2000) makes a case for service learning with the recommendation that "community colleges combine and adapt the progressive concepts of service learning as a mainstreamed and viable option to education. The community college mission as it has evolved over the past 100 years embraces the concept of serving the community base and addressing the career education needs of its constituents" (p. 49). There is a place for service learning in the community college environment to enhance student development. The challenge is to validate that place by conducting further research on the programs.

Service learning within the community has raised some concern. Enos and Troppe (1996) pointed out that "courses at many institutions include a service component that is used as the basis of papers, class presentations, and other assignments. The focus of such courses is generally on student learning about an issue, reflecting on the cognitive and developmental aspects of the experience, and linking the experience with academic content rather than on substantial community outcomes" (p. 165). Given its history for serving the community, it seems that a study of student attitudes of service learning at the community college level would be appropriate. The community

outcomes need to be specified and used as part of the analysis or be further emphasized as an area in need of research as these researchers propose.

Kozeracki (2000) suggested that "an additional topic that is not addressed in the literature is how service learning programs at community colleges differ from those offered at four-year institutions" (p. 65). Some questions about service learning on the community college level have been raised by Kozeracki (2000):

although many authors have asserted that the mission of community colleges strongly supports the concept of service learning, little has been written about whether community colleges' unique environments warrant a different approach to service learning. Community college students are older, more ethnically diverse, bring a wider range of life experiences to college, and are more likely to have dependents and outside responsibilities. In addition, they are much more likely to attend college on a part-time basis. What effects do these differences have on the way the programs are structured or the types of volunteer experiences that are offered? How do they affect the likelihood that students will be able to participate in these programs at all? How should the presence of students who may already have extensive volunteer experience (or have been the recipients of community service activities) be incorporated into class discussions? (p. 65-66)

Kozeracki explained the profile of the community college student and asked questions about what may be future research options of service learning in the community college environment. Given the complexity of the nature of the profile of the community college student and the questions raised by Kozeacki, there is a wide avenue for future research options of service learning in the community college environment.

Community College Service Learning Initiatives

Since 1994, initiatives for service learning programs have been developed involving the community college student. This section presents a profile of selected initiatives and some of the studies conducted at community colleges around the United

States. A premier program created in 1994, by the American Association of Community Colleges is the Community Colleges Broadening Horizons through Service Learning.

Robinson (2001) described the initiative:

the overall goals of the project are to build on established foundations to integrate service learning into the institutional climate of community colleges and to increase the number, quality, and sustainability of curriculum-based service learning programs through model grant projects, training and technical assistance. (p. 7)

Since the inception of the program, 10 colleges have received a three year grant (1994 to 1997) provided by the Corporation for National Service, and they are now referred to as Service Learning Alumni Colleges. The colleges provide the foundational development for the increased of service learning in community colleges. The next group of colleges were granted funds for 1997 to 2000. An outgrowth of these two phases, 1994 to 1997 and 1997 to 2000, of Horizon Alumni colleges included the publication of *Project Briefs of Best Practices and Lessons Learned* (AACC, *Community College Times*, 2001). In January 2001, the AACC named its third class (2001-2003), where the "10 Horizons mentee colleges will focus their service learning activities in a variety of areas, specific to the needs of their communities" (Robinson, 2001, p. 7). These programs are creating a sustained drive for service learning and the development of partnerships for continued growth.

Christiansen (1995, p. 6) described the establishment of the Center for Public Policy and Service at Mesa Community College in 1992 where the college defined "five core requirements" which were (1) meetings with a faculty advisor; (2) fifty volunteer contact hours per credit hour; (3) an analytical paper; (4) a reflective journal; and (5) three reflective feedback sessions. Christiansen emphasized:

as educators, we in the community college system, have both a challenge and an opportunity. As we move towards a new century, we can be a tremendous catalyst in restoring volunteerism and the spirit of political activism in our country. Teaching and learning is our mission. Service-learning is one way of achieving that mission. (p. 8)

Christiansen's view was a prelude to the current time and hints to a need for civic responsibility using service learning to reach that goal. It is a lofty undertaking loaded with responsibility for faculty, yet there is opportunity on the horizon for the faculty who choose to be innovative and incorporate service learning in the courses of the community college.

Selected Initiatives at Community Colleges

Community colleges are implementing service learning in the curriculum. For the purposes of this section, selected initiatives at Texas Community Colleges are profiled to present a perspective of the formats of the initiatives. Specifically, service learning programs at The Dallas County Community College District (Richland College), and Collin County Community College District are the two selected because of their reputation as groundbreaking programs in Texas. The Dallas County Community College District's Fall 2000 service learning program covers the following campuses: Brookhaven, Cedar Valley, Eastfield, El Centro, Mountain View, North Lake, and Richland. The District Service Learning office prepares a newsprint piece which presents a comprehensive coverage of the agencies, types of placements, and the structured reflection groups. Placements include: children/youth services, emergency assistance centers, family support services, health care services, multi-cultural, older adult services, older adult services, physically developmentally challenged, substance abuse (prevention, education, & care).

Collin County Community College District which is located in McKinney, Texas offers service learning within its regular academic curriculum. Syllabi from 1999 and 2000 in courses such as American Government II and American Government II (Honors), Introduction to Sociology, Human Sexuality, Biology, and Mathematics (Calculus) reveal that service learning is designated as a option which means that the service learning replaces either an exam, research paper, or presentation. During the Spring 2000, the course taught by mathematics Professor Chip Galloway suggested the service learning component as an option of tutoring students in mathematics. The graded service learning project would be the equivalent of a test. Service learning in courses of mathematics and biology are interesting avenues since they are not the typical social-oriented courses that are the kind most often correlated with service learning initiatives.

Hodge, Lewis, Kramer, & Hughes (2001) determined that using engaged scholarship at Collin County Community College would "enhance learning communities, create deeper learning for students, and instill values of citizenship and civic engagement" (p. 675). These researchers present a concise view of the expectations that the curricula for the students would entail. Specifically, the "cross-disciplinary learning environment afforded students in learning communities courses enriches the service learning experience" such that "by providing students the opportunity to analyze, critically reflect on, and engage in scholarly discourse through the filter of two, perhaps even three disciplines, the experience takes on a richer and deeper meaning" (p. 682). The value of the service learning experience is significant in terms of the disciplines provided by Collin County Community College.

Richland College offers service learning primarily through a Global Studies Program, yet the service learning component is required, not used as a substitution for an essay, exam, etc. In the Fall 1999 and Spring 2001, the English 1301 (student writing) was the course which required service learning. In the Spring 2000, service learning was listed as an extra credit option in the Introduction to Sociology 1301 course and which replaces the lowest test grade. The Fall 2000, America 2000 course (12 credit hour learning community) required service learning; yet the syllabus described the service learning project as a choice for extra credit. For the Fall 2001, a World War II course (12 credit hour learning community) incorporated service learning as a requirement.

One of these service learning programs in Texas has representation, on the national level, working closely with the American Association of Community Colleges. Carole Lester, Associate Dean, Academic Enrichment of Richland College was named as one of the five members of the AACC Horizons Mentor Team 2001-2003. This team provides technical assistance to other Horizons selected community colleges in the development and expansion of service learning initiatives (Robinson, 2001). Establishment of such a team offers further credibility to the acknowledgement of the importance that service learning in garnering for incorporation into the community college curriculum.

Unfortunately, the literature of service learning on the community college level was not as plentiful as one would imagine. Granted the service learning growth has been progressive since the early 1990's, it seems that there would be more literature. Initiatives of the two selected Dallas area community colleges reveal an investment of the colleges in support for service learning programs. Involvement of the American

Association of Community Colleges with these two colleges solidifies the reputation of these programs as models that other community colleges may choose to emulate in developing their service learning programs. Research in the area of community college service learning programs is needed to understand student attitudes toward the service learning and the potential of these students to further their contribution to society in service opportunities.

CHAPTER THREE

Methodology

Statement of the Problem

The problem of the study concerned the impact of a service learning component on community college students' attitudes toward community service as well as civic involvement, life skills, civic engagement, and future educational or career plans.

Purpose of the Study

The fourfold purpose of this study was to determine if (1) student attitudes toward community service, (2) student attitudes toward civic involvement, (3) student attitudes about life skills, and (4) student attitudes toward civic engagement and service learning differed based on enrollment in a course with a service learning component or enrollment in a course without a service learning component. A related purpose for students enrolled in a course with a service learning component was to determine if the service learning component had an impact on students' future educational or career plans.

Research Questions

To carry out the purposes of the study the following research questions were addressed:

- R1: What, if any, differences exist in student attitude toward community service between students enrolled in a community college course with a service learning component and students enrolled in the same community college course without a service learning component?

- R2: What, if any, differences exist in student attitude toward civic involvement between students enrolled in a community college course with a service learning component and students enrolled in the same community college course without a service learning component?
- R3: What, if any, differences exist in student attitude toward student life skills self-evaluation between students enrolled in a community college course with a service learning component and students enrolled in the same community college course without a service learning component?
- R4: What, if any, differences exist in student attitude toward civic engagement and service learning between students enrolled in a community college course with a service learning component and students enrolled in the same community college course without a service learning component?
- R5: For students enrolled in the community college course with a service learning component, what, if any, impact does the service learning component have on their future educational or career plans?

This chapter will include a description of the significance of the study, design, site selection, academic course, participants, instruments, student generated products, procedures for data collection, and procedures for analysis of data.

Significance of the Study

The significance of this research is that it contributes to a much needed body of knowledge about service learning concerning the community college student. Responses to the research provide a picture for community college instructors as to the practicality of the elements of the service learning component. Initiatives in service learning in the community college setting are just beginning. Determination of their value has not been an area of much focus. Research of those initiatives for the community college should be evaluated and assessed. Results of this study give community college instructors the

opportunity to modify curriculum objectives to better meet the needs of community college students regarding service, course objectives, and future educational and career preparation.

Design

This study was based on a descriptive, non-experimental design where there was no manipulation of conditions. "Descriptive studies are primarily concerned with finding out 'what is'" (Borg and Gall, 1983, p. 354). The selection of the participating institution, Mesa Community College, was purposeful since the study required an academic course that offered a service learning component and an academic course that did not offer a service learning component. The faculty member was selected by a Mesa Community College representative and taught both courses. The process involved the community college students completing questionnaires, providing writing samples, and submitting reflection papers (service learning component only) for the spring 2002 semester.

Site Selection, Academic Course, and Participants

After a review of the literature and information gleaned of community colleges that offered service learning, the researcher began the process to secure participating institutions in the study. The initial contact of institutions for participation in this study began in Fall 2001. Based on the offering of service learning at the community college level, two institutions were asked to participate in the study. One institution agreed to participate while the second institution declined to participate. Duane D. Oakes, Faculty Director of the Center for Service Learning at Mesa Community College, in Mesa,

Arizona, was contacted by telephone to discuss the administration of the study and to determine the participation of Mesa Community College. Oakes coordinated the selection of the academic course and the involvement of the residential faculty member Gwen Argersinger, who teaches English and who would be teaching her first service learning course.

The context of the study was an English 102 course that offered a service learning component and an English 102 course that did not offer the service learning component at a community college, specifically Mesa Community College in Mesa, Arizona.

Student characteristics of Mesa Community College, according to the Fast Facts 2001-2002 document revealed these descriptions. Enrollment for Fall 2001 for all sites was 24,762. Gender was 58% female and 47% male. The average age was 26. Ethnicity was White, non-Hispanic 67%, Hispanic 14%, Black, non-Hispanic 4%, Asian/Pacific Islander 5%, American Indian/Alaska Native 3%, and Other/not specified 8%. Average class load was 8 credits with students attending full-time 33%, part-time 67%, day 48%, evening 32%, or both day and evening 20%. Educational goals of the Mesa Community College students were that 56% plan to transfer to another college, 32% are taking courses to enter job market, improve skills for present job, or change careers, and 12% are taking courses for personal reasons. (Mesa Community College, Office of Research and Planning, 2001-2002).

The participants were a selected section of students enrolled in an English 102 course that offered a service learning component and a selected section of students enrolled in an English 102 course that did not offer a service learning component during

the spring semester of 2002. The same instructor, Gwen Argersinger, taught the two courses for equal coordination of the syllabus and teaching methods. Participants of the study were community college students selected from Mesa Community College located in Mesa, Arizona.

The initial enrollment of the English 102 course with the service learning component was 24 students with an ending enrollment of 17 students. There were 2 students who did not participate in the study. There were 15 students who participated in the study. One student of the 15 participants in the study became ill and did not submit the service learning final paper. Usable documents received from the respondents are as follows: Academic Course Evaluation Questionnaire (23), Student Life Skills Self-Evaluation (23), Writing Sample (19), and Reflection Papers (14).

The initial enrollment of the English 102 course without the service learning component was 25 students with an ending enrollment of 19 students. There were 4 students who did not participate in the study. There were 5 students who dropped the course and one who took and incomplete. There were 20 students who participated in the study. Usable documents received from the respondents are as follows: Academic Course Evaluation Questionnaire (16), Student Life Skills Self-Evaluation (16), and Writing Sample (16).

Instruments and Student Generated Products

There were two instruments used for collection of data. The first instrument was the Academic Course Evaluation Questionnaire (Appendix A). This questionnaire was a modified version of the CECS (Civic Education and Community Service program) Evaluation Questionnaire developed, in 1993, by an independent consultant, Dr. Ralph

Culler. The CECS document was used for an evaluation project for Baylor University. Permission for adaptation of the instrument was secured from Dr. Culler (Appendix B).

The second instrument was a Student Life Skills Self-Evaluation (Appendix C) developed, in 1999, by the American Association of Community Colleges. Permission was secured from the American Association of Community Colleges (Appendix D).

Two student generated products were used for collection of data. The first student generated product was a writing sample for both courses. Students responded to the question: To what extent are civic engagement and service learning important for college students today? The second student generated product was a reflection paper for the students in the service learning component. Students were asked to discuss what if any impact did the service learning component have on their future educational or career plans.

Procedures for Collection of Data

Explanations about the five research questions were sent by email to Duane D. Oakes, Faculty Director of the Center for Service Learning at Mesa Community College, to provide the community college personnel with the concept of the study. After Oakes coordinated the selection of the academic course, English 102, and the participating residential faculty member Gwen Argersinger, the same information was forwarded from Oakes to Argersinger with an email copied to the researcher. The two instruments: (1) Academic Course Evaluation Questionnaire and (2) Student Life Skills Self-Evaluation were sent by email and fax to Oakes and Argersinger. Specifics of research question four were outlined in an email about the writing sample. Specifics of research question five were outlined in an email about the reflection papers (service learning

component only). Conversations about the study were held by telephone between Oakes and the researcher at the beginning of the semester for clarification of process. Oakes communicated by email, telephone, and personal conferences with Argersinger about the process.

The Academic Course Evaluation Questionnaire and Student Life Skills Self-Evaluation were administered to students in both courses at the beginning of the semester and collected by Argersinger. The writing sample was administered by Argersinger to students in both courses at the beginning of the semester. The students responded to the question: To what extent are civic engagement and service learning important for college students today? Questionnaires, student life skills self-evaluations, and writing samples were collected by Argersinger at the conclusion of the session. All of the documents were delivered to Oakes for mailing. Oakes packaged the documents and sent them through US certified mail to the researcher. Confirmation to Oakes of the receipt of the packages was made by email and telephone by the researcher.

Students in the course designated for the service learning component were given an addendum by Argersinger which described the commitment. Each student met with a representative from the Center for Service Learning to arrange the 20 hours necessary for the service component at an approved Service Learning agency. The agencies where the students served are referenced in Appendix E.

Conversation continued by telephone and email with Oakes during the semester. Reminders about the process and the mailing of the documents were emphasized by the researcher. Email contact was generated by the researcher with Argersinger to clarify the numbers of students enrolled in the courses and participants in the study.

Reflection papers that were written by students in the English 102 course that offered the service learning component which discussed the impact the service learning component had on the students' future educational and career plans were collected by Argersinger at the conclusion of the spring 2002 semester. All of the documents were delivered to Oakes for mailing. Oakes packaged the documents and sent them through US certified mail to the researcher. Confirmation to Oakes of the receipt of the packages was made by email and telephone by the researcher.

Procedures for Data Analysis

The researcher organized the data and a frequency distribution of responses was presented for the student perceptions of community service, civic involvement, life skills, and civic engagement. The primary statistic was a *t*-test for equality of means between the two classes. A *z*-test was used for the equality of the proportion of students answering yes for some of the questions. The alpha level was set at .10. For consistency across both of the tests, the alpha level was set at .10. A *p*-value < .10 indicates a statistically significant difference.

Research question one was answered by the use of a *t*-test for the equality of means between the two classes. The alpha level was set at .10. A *p*-value < .10 indicates a statistically significant difference. Research question two was answered by the use of a *t*-test with the scores to analyze the data. The alpha level was set at .10. A *p*-value < .10 indicates a statistically significant difference. Research question three was answered by the use of a *t*-test for the equality of means to test for a difference in total scores for the Student Life Skills Self-Evaluation. The alpha level was set at .10. A *p*-value < .10 indicates a statistically significant difference.

Research question four was answered by the use of a z-test for the equality of the proportion of students answering yes for some of the questions. The alpha level was set at .10. A p-value $< .10$ indicates a statistically significant difference in the proportions for the two classes. Research question four was also answered by an analysis of the writing samples for student attitudes about civic engagement and service learning. The researcher entered the writing samples, which were hand-written, into the computer. A matrix was developed using an excel spreadsheet so that each statement was placed on a single line (going down the page) with the student reference number (going across the page) that corresponded with the statement. The emerging themes were identified and extracted from the statements in the matrix.

Research question five was answered by an analysis of the reflections papers submitted by students in the service learning component for student attitudes about the impact the service learning component had on their future educational or career plans. The researcher scanned the documents into the computer. Each reflection paper was reviewed. Commentary was extracted from students' work about the service learning experience that pertained to future educational or career plans.

CHAPTER FOUR

Purpose of the Data

The fourfold purpose of this study was to determine if (1) student attitudes toward community service, (2) student attitudes toward civic involvement, (3) student attitudes about life skills, and (4) student attitudes toward civic engagement and service learning differed based on enrollment in a course with a service learning component or enrollment in a course without a service learning component. A related purpose for students enrolled in a course with a service learning component was to determine if the service learning component had an impact on students' future educational or career plans. Five research questions were examined to determine these attitudes and were answered through the use of an academic course evaluation questionnaire, student life skills self-evaluation, a writing sample, and reflection papers (service learning component only).

Presentation of data in this chapter included descriptions of participants and findings by research questions. Analysis of writing samples from both groups is presented. Analysis of the reflections papers for students in the service learning component is presented.

Descriptive Data

The participants in this study consisted of two groups of students, one group of students enrolled in an English 102 course with a service learning component and a second group of students enrolled in an English 102 course without a service learning

component. Table 1 presents the distribution of participants in the study by gender and age.

Table 1

Description of Participants in the Study: Gender and Age

Response	Non Service Learning English 102 Course	Service Learning English 102 Course
<i>n</i>	16	23
Male	8	10
Female	8	13
No Response	0	1
Minimum Age	19	19
Maximum Age	42	44
Average	22.19	20.91

As presented in Table 1, the gender distribution of each group was relatively the same. The age distribution of both groups indicated that the youngest student was 19 and the oldest student in each group was 42 and 44, respectively. The average age in each group was 22.19 and 20.91, respectively.

Table 2 presents the distribution of participants in the study by classification.

Table 2

Description of Participants in the Study: Classification

Response	Non Service Learning English 102 Course	Percent	Service Learning English 102 Course	Percent
Freshman	14	87.50%	21	91.30%
Sophomore	2	12.50%	2	8.70%
No Response	0	0.00%	0	0.00%
<i>n</i>	16	100.00%	23	100.00%

As presented in Table 2, the classification distribution of each group was relatively the same. There were more freshmen than sophomores enrolled in each course.

Table 3 presents the distribution of participants in the study by ethnicity.

Table 3

Description of Participants in the Study: Ethnicity

Response	Non Service Learning English 102 Course	Percent	Service Learning English 102 Course	Percent
Anglo	13	81.25%	15	65.22%
African American	0	0.00%	0	0.00%
Hispanic	2	12.53%	2	8.70%
Asian	0	0.00%	0	0.00%
Other	0	0.00%	3	13.04%
No Response	1	6.20%	3	13.04%
<i>n</i>	16	100.00%	23	100.00%

As presented in Table 3, the ethnic distribution of each group was relatively the same. A majority of students enrolled in each course were Anglo. Two students enrolled in each course were Hispanic.

Table 4 presents the distribution of participants in the study by major. As presented in Table 4, the distribution of majors of each group was varied. The primary major of students enrolled in the English 102 course without a service learning component was Elementary Education with five of the sixteen students listing that field as their major. The primary major of students enrolled in the English 102 course with the service learning component was Nursing with three of the twenty-three students listing that field as their major. Four of the twenty-three students enrolled in the English 102

course with the service learning component listed that they were Undecided about their major.

Table 4

Description of Participants in the Study: Major

Response	Non Service Learning English 102 Course	Service Learning English 102 Course
Anthropology		1
Architecture		1
Biology		1
Business	2	1
Business Finance		1
Business/Undecided		1
Computer Science	1	
Criminal Psychology		1
Education		1
Elementary Education	5	
Exercise Science	1	
Financial Planning		1
Food and Nutrition	1	
General	1	
Marketing		1
Massage Therapist		1
Nursing		3
Physical Therapy	1	
Psychiatry		1
Psychology	2	
Technical Theatre	1	
Undecided		4
Undeclared		1
Ultrasound		1
Veterinary Medicine		1
Veterinary Science	1	
No Response		1
TOTALS	16	23

Table 5 presents the distribution of participants in the study by hometown.

Table 5

Description of Participants in the Study: Hometown

Response	Non Service Learning English 102 Course	Service Learning English 102 Course
Abbotsford, British Columbia		1
Antigo, Wisconsin		1
Apache Junction, Arizona		2
Cottage Grove, Minnesota		1
Danville, Illinois	1	
Dekalb, Illinois	1	
Detroit, Michigan		1
Ford Dulac, Wisconsin		1
Gilbert, Arizona		1
Guatemala, California		1
Holbrook, Arizona	1	
Homewood, Illinois		1
Longmont, Colorado		1
Mesa, Arizona	9	9
Phoenix, Arizona	1	1
Redondo Beach, California		1
Tucson, Arizona	1	
Ventura, California	1	
Washington, DC		1
Washington, Pennsylvania	1	
TOTALS	16	23

As presented in Table 5, the distribution of hometowns of each group was relatively the same. Each group had nine students listing Mesa, Arizona as their hometown.

Findings by Research Question

Research Question One

Research question one sought to determine what, if any, differences existed in student attitude toward community service between students enrolled in a community college course with a service learning component and students enrolled in the same community college course without a service learning component. The data for the first research question consisted of the total scores from the Academic Course Evaluation Questionnaire using items 8 & 9; 12; 13 & 14; and 20 & 22. For items 8 & 9, a *t*-test for the equality of means between the two classes was used. Table 6 presents the results which yielded a statistically significant difference ($t = 1.74$; $p = .0909$). The alpha level was set at .10. A *p*-value $< .10$ indicates a statistically significant difference.

Table 6

t-test Results Items 8 & 9
Community Service During Fall 2001 and Prior to Fall 2001

	Non Service Learning English 102 Course	Service Learning English 102 Course
Mean	3.47	1.52
Observations	15	21
df	34	
<i>t</i> stat	1.74	
P(T<=t)two-tail	.0909	

Therefore, a statistical difference existed in the student participation in community service during Fall 2001 and prior to Fall 2001 between students enrolled in a

community college course with a service learning component and students enrolled in the same community college course without a service learning component.

For item 12, a *t*-test was utilized to analyze the data. Table 7 presents the results. The alpha level was set at .10. A *p*-value < .10 indicates a statistically significant difference. No statistical significant difference was found ($t = .85$; $p = .4022$).

Table 7

t-test Results Item 12
Belief of Hours that an Adult Should Spend Doing Community Service

	Non Service Learning English 102 Course	Service Learning English 102 Course
Mean	1.88	1.50
Observations	16	22
df	36	
<i>t</i> stat	.85	
P(T<=t)two-tail	.4022	

For items 13 & 14, a *t*-test was utilized to analyze the data. Table 8 presents the results. The alpha level was set at .10. A *p*-value < .10 indicates a statistically significant difference. No statistical significant difference was found ($t = -.16$; $p = .8703$).

For items 20 & 22, a *t*-test was utilized to analyze the data. Table 9 presents the results. The alpha level was set at .10. A *p*-value < .10 indicates a statistically significant difference. No statistical significant difference was found ($t = .05$; $p = .9571$).

Table 8

t-test Results Items 13 & 14

Belief of Hours that You will Spend Doing Community Service Next Semester
Belief of Hours that You will Spend Doing Community Service After Graduation

	Non Service Learning English 102 Course	Service Learning English 102 Course
Mean	3.29	3.45
Observations	14	22
df	34	
<i>t</i> stat	-.16	
P(T<=t)two-tail	.8703	

Table 9

t-test Results Items 20 & 22

Citizens have a Responsibility to Perform Volunteer Community Service
All College Students Should be Expected to Volunteer for Community Service

	Non Service Learning English 102 Course	Service Learning English 102 Course
Mean	4.69	4.65
Observations	16	23
df	37	
<i>t</i> stat	.05	
P(T<=t)two-tail	.9571	

Therefore, no statistical difference existed in student attitude toward community service between students enrolled in a community college course with a service learning component and students enrolled in the same community college course without a service learning component.

Research Question Two

Research question two sought to determine what, if any, differences existed in student attitude toward civic involvement between students enrolled in a community college course with a service learning component and students enrolled in the same community college course without a service learning component. The data for the second research question consisted of the total scores from the Academic Course Evaluation Questionnaire using items 27 & 29 as well as 33, 34, & 37. For items 27 & 29, a *t*-test was utilized to analyze the data. Table 10 presents the results. The alpha level was set at .10. A *p*-value < .10 indicates a statistically significant difference. No statistical significant difference was found ($t = -1.03$; $p = .3102$).

Table 10

t-test Results Items 27 & 29

Civic Involvement is Unnecessary/Essential for Developing and Improving Our Neighborhoods
Neighborhood Residents have the Ultimate Responsibility for Improving Their Neighborhood

	Non Service Learning English 102 Course	Service Learning English 102 Course
Mean	7.47	8.00
Observations	15	23
df	36	
<i>t</i> stat	-1.03	
P(T<=t)two-tail	.3102	

For items 33, 34, & 37, a *t*-test was utilized to analyze the data. Table 11 presents the results. The alpha level was set at .10. A *p*-value < .10 indicates a statistically significant difference. No statistical significant difference was found ($t = -.78$; $p = .4378$).

Table 11

t-test Results Items 33, 34, & 37
Role of Involvement of Community College in Improving Neighborhoods
Role of Involvement of Community College Students in Improving Neighborhoods
Role of Involvement of Neighborhood Residents in Improving Neighborhoods

	Non Service Learning English 102 Course	Service Learning English 102 Course
Mean	10.20	10.82
Observations	15	22
df	35	
t stat	-.78	
P(T<=t)two-tail	.4378	

Therefore, no statistical difference existed in student attitude toward civic involvement between students enrolled in a community college course with a service learning component and students enrolled in the same community college course without a service learning component.

Research Question Three

Research question three sought to determine what, if any, differences exist in student attitude toward student life skills self-evaluation between students enrolled in a community college course with a service learning component and students enrolled in the same community college course without a service learning component. The data for the third research question consisted of the total scores from the Student Life Skills Self-Evaluation. A *t*-test for the equality of means was used to test for a difference in total scores for the Student Life Skills Self-Evaluation. The alpha level was set at .10.

A p-value < .10 indicates a statistically significant difference. Table 12 presents the results which yielded no statistical significant difference ($t = -1.37$; $p = .1779$).

Table 12

t-test Results for Student Life Skills Self-Evaluation

	Non Service Learning English 102 Course	Service Learning English 102 Course
Mean	52.19	54.35
Observations	16	23
df	37	
t stat	-1.37	
P(T<=t)two-tail	.1779	

Therefore, no statistical difference existed in student attitude toward student life skills self-evaluation between students enrolled in a community college course with a service learning component and students enrolled in the same community college course without a service learning component.

Research Question Four

Research question four sought to determine what, if any, differences existed in student attitude toward civic engagement and service learning between students enrolled in a community college course with a service learning component and students enrolled in the same community college course without a service learning component. The data for the fourth research question consisted of the total scores from the Academic Course Evaluation Questionnaire using items 15, 16, 17, & 18. A z-test was utilized to analyze the data. For each question, a z-test was used for the equality of the proportion of

students answering yes. The alpha level was set at .10. A p-value < .10 indicates a statistically significant difference in the proportions for the two classes.

For item 15, a z-test was used to analyze the data. Table 13 displays the results. The alpha level was set at .10. A p-value < .10 indicates a statistically significant difference. No statistical significant difference was found ($z = .64$; $p = .5224$).

Table 13

z-test Results Item 15
Are You Currently Registered to Vote?

	Non Service Learning English 102 Course	Service Learning English 102 Course
p (decimal)	62.50%	52.17%
Observations	16	23
z stat	.64	
P(T<=t)two-tail	.5224	

For item 16, a z-test was used to analyze the data. Table 14 displays the results. The alpha level was set at .10. A p-value < .10 indicates a statistically significant difference. No statistical significant difference was found ($z = .26$; $p = .7911$).

For item 17, a z-test found a statistically significant difference in the voting rates for the students. The alpha level was set at .10. A p-value < .10 indicates a statistically significant difference. Table 15 displays the results which yielded a statistically significant difference ($z = 1.90$; $p = .0578$).

Therefore, a statistical difference existed in student attitude toward civic engagement with regard to voting between students enrolled in a community college

course with a service learning component and students enrolled in the same community college course without a service learning component.

Table 14

z-test Results Item 16
Did You Vote in the Last Student Government Election?

	Non Service Learning English 102 Course	Service Learning English 102 Course
p (decimal)	6.25%	4.35%
Observations	16	23
z stat	.26	
P(T<=t)two-tail	.7911	

Table 15

z-test Results Item 17
Did You Vote in the Last Local Election?

	Non Service Learning English 102 Course	Service Learning English 102 Course
p (decimal)	25.00%	4.35%
Observations	16	23
z stat	1.90	
P(T<=t)two-tail	.0578	

For item 18, a z-test was used to analyze the data. Table 16 displays the results.

The alpha level was set at .10. A p-value < .10 indicates a statistically significant difference. No statistical significant difference was found ($z = 1.01$; $p = .3123$).

For items 19, 23, & 25; 26; 28; 35, 36, & 38, a *t*-test was utilized to analyze the data. The alpha level was set at .10. A *p*-value < .10 indicates a statistically significant difference.

Table 16

z-test Results Item 18
Did You Vote in the Last United States Presidential Election?

	Non Service Learning English 102 Course	Service Learning English 102 Course
p (decimal)	31.25%	17.39%
Observations	16	23
z stat	1.01	
P(T<=t)two-tail	.3123	

For items 19, 23, & 25, a *t*-test was utilized to analyze the data. Table 17 presents the results. The alpha level was set at .10. A *p*-value < .10 indicates a statistically significant difference. No statistical significant difference was found ($t = -.19$; $p = .8533$).

For item 26, a *t*-test was utilized to analyze the data. Table 18 presents the results. The alpha level was set at .10. A *p*-value < .10 indicates a statistically significant difference. No statistical significant difference was found ($t = -.43$; $p = .6717$).

For item 28, a *t*-test was utilized to analyze the data. Table 19 presents the results. The alpha level was set at .10. A *p*-value < .10 indicates a statistically significant difference. No statistical significant difference was found ($t = -1.12$; $p = .2684$).

Table 17

t-test Results Items 19, 23, & 25

Citizens Should Vote in Every Election, Regardless of the Office or Issue at Stake
A Well-Educated Public is Essential in a Democratic Society Such as Ours
Jury Duty Should be an Option Rather than an Obligation

	Non Service Learning English 102 Course	Service Learning English 102 Course
Mean	10.25	10.36
Observations	16	22
df	36	
<i>t</i> stat	-.19	
P(T<=t)two-tail	.8533	

Table 18

t-test Results Item 26

Community Activists Generally do More Harm than Good

	Non Service Learning English 102 Course	Service Learning English 102 Course
Mean	2.69	2.83
Observations	16	23
df	37	
<i>t</i> stat	-.43	
P(T<=t)two-tail	.6717	

For items 35,36, & 38, a *t*-test was utilized to analyze the data. Table 20 presents the results. The alpha level was set at .10. A *p*-value < .10 indicates a statistically significant difference. No statistical significant difference was found (*t* = -.44; *p* = .6647).

Table 19

t-test Results Item 28
Activism at Local Level is Generally: Ineffective/Effective

	Non Service Learning English 102 Course	Service Learning English 102 Course
Mean	3.13	3.39
Observations	15	23
df	36	
<i>t</i> stat	-1.12	
P(T<=t)two-tail	.2684	

Table 20

t-test Results Items 35, 36, & 38
Role of Involvement of Neighborhood Political Organizations (e.g., NAACP, LULAC)
in Improving Neighborhoods
Role of Involvement of City Council in Improving Neighborhoods
Role of Involvement of Neighborhood Activists in Improving Neighborhoods

	Non Service Learning English 102 Course	Service Learning English 102 Course
Mean	9.71	10.15
Observations	14	20
df	32	
<i>t</i> stat	-.44	
P(T<=t)two-tail	.6647	

For all of these items, no statistical difference existed in student attitude toward civic engagement and service learning between students enrolled in a community college course with a service learning component and students enrolled in the same community college course without a service learning component.

In addition, an analysis was conducted for the writing samples. There were 16 documents for the non service learning component and 19 documents for the service learning component. Responses of the writing samples were documented exactly as they were written with the misspellings, punctuation, and grammatical errors. Students responded to the question: To what extent are civic engagement and service learning important for college students today?

Non Service Learning Writing Sample Qualitative Analysis

There were 16 writing samples collected from the students in the English 102 course without the service learning component. Overall, these students indicated that civic engagement and service learning are important for college students today with the exception of one student who stated that "civic engagement and service learning rank low for college students" because of the belief that to be a "full time student a person must not have a life outside of college." This person also stated that "I can see that it is vital to lend a hand in the community, doing work that will give us a gift that will last us a lifetime, but no cash in our pockets." One student stated that "to tell you the truth I have never heard of civic engagement." However, this person also stated that "I do know what service learning is though" and wrote about the specifics of that experience.

Themes emerging from the 16 documents about the extent of the importance of civic engagement and service learning were categorized as (1) establishing responsibility, (2) relationship to community, (3) personal development, and (4) college entrance.

Students who viewed the importance of civic engagement and service learning as establishing responsibility used the following phrases:

When college students learn about political, social and community issues they learn the importance of helping others, being unselfish, and understanding the responsibilities of a citizen.

It gives you a bigger sense of responsibility.

This concept is important for the college student because it requires responsibility, a willingness to open the mind, and hard work.

Students who viewed the importance of civic engagement and service learning as relationship to community used the following phrases:

As citizens, learning the importance of being involved in political, social, and community issues helps people understand the world they live in.

Being a part of service learning gives you a chance to get more involved in the community and things going on around you.

Civic engagement will help students get involved their community. By being active in the community students learn what their neighborhood has to offer.

Along with service learning both help students to give something back to the community.

Through civic engagement recent high school graduates come to realize the problems facing the communities they live in. College students can gain tremendous life experience when working with local leaders and businesses.

Service learning provides a way for a previously self-centered youth to view their community through the eyes of others. Thereby, gaining a sense of compassion for those who may be different and have new insights to offer.

For instance it helps the student become more involved in his or her community and become a better person. To this extent the student is well aware of the issues that arise in their community, such as a new shopping center that is in the process of being built, etc.

Being involved in the community, a student gains experience on what is going on in his/her community.

It really puts them in a situation where they are brought to understand and pay attention to what is going on around them.

Students who viewed the importance of civic engagement and service learning for personal development used the following phrases:

Being in service learning has helped me grow as person.
Those topics may be important to student because they need it for a paper, (personal experience) they might be forced by class requirements or they might partake in the activities for personal reasons.

In order to learn effectively and practice what is learned students need an opportunity to put their knowledge into practice. Service learning does that.

Students can become more educated from their surroundings.

Service learning provides a way for a previously self-centered youth to view their community through the eyes of others. Thereby, gaining a sense of compassion for those who may be different and have new insights to offer.

To teach college students now that it would enhance their college careers to complete service learning, they will hopefully keep doing it in their future.

By working together students can accomplish so much more than individually. Also, civic engagement and service learning benefits college students by teaching them so many skills they will use through out their lives.

Civic engagement and service learning might not have homework or tests, but it is a learning process all it's own, teaching us about issues around us and how our actions affect others.

Two students who viewed the importance of civic engagement and service learning with regard to college entrance used the following phrases:

Many, if not colleges look for students who have done a considerable amount of service learning. It is taught in high school that to get into the right college many service learning hours needed to be completed. If a student is already attending a community college, then further service learning hours are required to attend the desired four-year college. To teach college students now that it would enhance their college careers to complete service learning, they will hopefully keep doing it in their future.

Many aspects of college require civic engagement or service learning, just for exception. For example, most scholarships look more at a student's volunteer work than anything else, as do most major colleges.

Service Learning Writing Sample Qualitative Analysis

There were 19 writing samples collected from the students in the English 102 course with the service learning component. Overall, these students indicated that civic engagement and service learning are important for college students with one student who disagreed and stated that "civic engagement and service learning are not a primary aspect for college students today." The same person also indicated that "service learning can be a helpful tool for students because of the experience they observe."

Themes emerging from the 19 documents about the extent of the importance of civic engagement and service learning were categorized as (1) involvement in community, (2) career decisions, and (3) personal development.

Students who viewed the importance of civic engagement and service learning for involvement in community used the following phrases:

It allows them to be really involved in the community, as well as learning and experiencing about their topic.

It gives us a chance to give back to the community what they have been given us.

We also learn more about our community and the problems which take place in it.

Service learning allows students to not only gain experience, and learn outside of the classroom, it also allows them to have an active role in the community, and the environment. Service learning is important because it teaches students to become active citizens.

It positively effects them in many ways and is a good way to get to know our community.

Civic engagement and service learning is crucial to the success of the community as a whole. It is extremely important for college students to participate in this activity to insure a better future to each individual and to the community.

Students who viewed the importance of civic engagement and service learning for career decisions used the following phrases:

This could also help them in their future career. If they have decided to research a topic that they are majoring in, service learning allows them to discover just how that job would be.

It also, may or may not be able to help them make a decision on their career choice. Sometimes the field you choose doesn't always turn out coincide with the idea you had of the career you choose.

It will make us all come together. It can also help us learn about possible careers. If we learn about them first then we will not get into a job we don't want to do and help us pick a good job we would enjoy.

I think in all aspects service learning helps people get away from home, it provides for job placement for our future jobs that you might enjoy.

Also, the experience you learn from doing this will help further down the road in life. It looks good on your transcripts when you go and apply for a job or even a college.

This will help us in finding a career that will make us happy.

At this time in a college students life, they are struggling with the question of what they want to do with the rest of their life. Opening up the doors and exposing them to new ideas and experiences may help them in choosing a career for themselves. By participating in service learning I believe it will give us an idea of what the professional world is like and it will let us see what our lives could be like if we want to pursue our career in the field we have chosen.

Also, in today's world service learning is a way to differentiate oneself from other people when applying for a job, or any type of position.

Students who viewed the importance of civic engagement and service learning for personal development used the following phrases:

Service learning helps us to better understand certain concepts.

It is important for college students to do service learning so they can better understand themselves and others around them.

Another benefit would be that sense of worth that it gives you and also the eye opening experience that maybe your good life, that may be sheltered, doesn't apply to everyone.

Civic engagement allows us to interact with others so we can usually see the affects that the environment has on others.

They also make you look into things better, so that you can understand them more in depth.

I believe it will enhance their awareness about what is going on around them.

Service learning makes people in touch with reality.

Civic engagements and service learning is important for the college student today because it broadens the students point of view of the world.

It helps other people, but it also helps you become a better person.

I think it also gives me a sense of freedom.

I think that a lot of us are struggling with what we want to do in our lives, and by experience service learning it benefits us greatly.

Civic engagement and service learning creates an inner pride within each individual. Students become more responsible and help others as well.

Research Question Five

Research question five sought to determine for students enrolled in the English 102 course with a service learning component, what, if any, impact does the service learning component have on their future educational or career plans. The data for the fifth research question were derived from an examination and synthesis of the commentary from the 14 reflection papers submitted by the students at the end of the spring 2002 semester. Of the 14 reflection papers, 3 did not allude to any impact of the

service learning component on their educational or career plans. The others provided details and those responses were recorded. For the purposes of this research the student was identified alphabetically rather than numerically for confidentiality.

STUDENT A

I am glad that I was given the chance to experience service learning at Paz de Cristo. With this experience I learned a lot about the place of Paz de Cristo and then I learned about myself. I learned the strengths that I have and that my choice of career is really right for me as I helped people at Paz de Cristo. Paz de Cristo is a place that benefits others and many come to volunteer and that probably will continue for a long time to come. This world needs more places like Paz de Cristo so if people need help they can go there and get it and that others are very willing to help.

STUDENT B

I have mixed emotions about this experience. I have to admit that if it were not required, I would not have done it. I believe that most college students would not either. I have learned that by doing service learning many opportunities can be opened to you. While doing service learning you may be able to find a profession that you want to go into or branch off into. You might meet people that would be able to help you out in the future. Just try to make everything you can out of every experience you encounter.

STUDENT C

I never had the desire to be a school teacher. I gave my all, while raising my three children and I pray for the time when they will be secure in a career and I can rest. I wonder if you and other teachers feel that way with your students? It is the feeling that you just want to teach them what you know and help them better their lives. I admire everyone in the teaching profession that truly takes pride in their work and keeps the students best interest in mind I give them all the credit and praise. This Job is not for me! I enjoy this opportunity and learn something new everyday.

STUDENT D

I realized throughout this experience that service learning did not take up as much of my time as I thought and I really began to enjoy the experience. I realized, as the ending of my twenty hours was coming that I did not want to leave. As much as I loved talking to the members I did not want to stay unless I had a different type of job and this is when I was very grateful to have the opportunity to experience service learning. Since I wanted to stay they offered to certify me as an instructor and let me teach my own class. I consider this to be an opportunity of a lifetime for myself. I have always been interested in dance as and although I am not being

certified in dance, I will be certified as a cardio kickboxing or aerobic instructor. I have never been so excited to have this opportunity.

I have to start actually going to the classes and begin to be familiar with the terms and moves, which in itself is going to be a major challenge. I am looking forward to this though and my only hope is that I do not let them down. I want to succeed in this challenge and I want to be able to do this, I think that by volunteering it makes me feel that much better about being certified.

I think that service learning can enable a person to feel responsible; the supervisors really depend on the volunteer to be there. I think that this amount of responsibility is good and can teach someone a lot. For me having that responsibility on my shoulders will help me better my future. I am happy that I made the choice to continue volunteering and my only hope is that I do have some sort of an impact on the community. I wish not only to make a difference in myself but all who surround me.

STUDENT E

Service learning gave me the opportunity to see what teaching a class might be like, and has made me consider education as a possible career choice. Service learning has shown me that a classroom can be a fun and challenging environment to work in. Service learning was an extremely rewarding experience.

STUDENT F

I also got to sit down with kids during their lunchtimes and talk with them. A lot of the time when I talked with them I asked them how they were doing in school and told them how important it is to do their schoolwork. I even challenged a kid who never did his homework one time to play me in a game of connect four and if I won he had to do his homework for that night. After I beat him, the next day sure enough he had his homework done and he even said that it wasn't that hard. Another time the kids all wanted me to bring in some of my schoolwork to show them. It's just small things like this can make a huge impact in their lives. If they see someone that they look up to still doing their homework, some of them will say to themselves that isn't so bad. Maybe I should start doing that.

In all, my experience with the service learning department at MCC was a positive one and I'm glad I was able to take part in it. It taught me a lot about the children I work with every day and through the discussions we had in class, my interactions with the kids, and all the guest speakers we had in class I learned more than I could ever imagine just sitting in a classroom taking notes. The time I spent with the kids turned out to be fun and entertaining and I'm just glad I get to continue to do this as my regular job and get paid for it. It taught me so much about children and how they

are constantly watching every little thing we do- They carve themselves to try and be like us so it's important that we show them how people are supposed to, act. We may not be able to appeal to all children, but all it takes is just one student to change for the better, and all the time we spent with them was worth while. It was really enjoyable and I'd 'ust like to say thanks for letting me be part of it.

STUDENT G

My service learning experience will help educate my life because it made me feel better about my self. I learned to sacrifice my time and that this was more important. We are all responsible for our own learning in life. We get what we put into life. We need to always reflect on what we've done because if we rush through everything, and never think about what we did, we never learn anything.

STUDENT H

As for the time that I have been giving, I have found that teaching elementary is a challenging job. A teacher's aide needs to teach many subject areas like reading, math, vocabulary, English, science, and history. They must have extra time left in the day for extra curricular activities, such as music, P.E., and art. It's a lot to teach six subjects a day with one extra activity.

When I first started my service learning, I was excited, and looked forward to the experience of seeing what it was like to work with a fourth grade class. I wanted to work in a fourth grade class for several reasons. One is I thought that this might be the grade I want to teach after finishing with my schooling. Second I did service learning last semester in the exceptional learning classroom at O'Connor Elementary. Last semester I thought that I wanted to teach special education, but I decided that it may be possible I would rather teach elementary classes instead. Through my service learning experience I have learned that I want to teach middle school, which is seventh and eighth grades, and have my speciality be in English. By participating in service learning, I now know which direction I want to pursue.

For whatever reason, they could not grasp the ideas or did not want to do the work. Whatever the case may be, as a teacher, that would make me feel that I failed the student. As a future teacher I would want to do everything in my power so that every one of my students succeeds to the best of their ability. It is my desire that every student could pass on to the next grade. I want them to know that they have achieved most of the things they must learn, and can move up to the next step of their learning process.

Working in a classroom has helped me understand ideas that we teach in my academic classes. I see what teachers are suppose to, do, and I see that

sometimes they do not always follow what they have learned. Hands-on experience works best for me. What I have learned by working with children has given me a better understanding that a children have different ways of learning. If given the chance every student can all learn and succeed in their work.

In the thirty hours that I have completed at the school, I have learned many things. To be a teacher, one needs to be patient, caring, understanding, treat everyone equal, and the most important is to believe that all students can learn. If you are not this kind of person, and you do not believe these things, you should not teach students. You can only hurt the students, and ruin them for the rest of their lives. Children are fragile. Teachers mold children and their learning habits. Over the years they become responsible, intelligent citizens. Children today are our future. If we do not teach them, care about them, treat them equally, we are damaging their futures.

STUDENT I

Well I know the biggest thing I learned from my service learning is that I know I don't ever want to be a teacher. The kids drive me crazy, and it is absolutely exhausting being responsible and having to watch over so many little kids. I also don't have patience for stuff like that. I hardly have enough patience for the stupid people in the world let alone trying to teach little kids who know nothing about the world. Through this service learning experience I have also gained respect for teachers because now I know it is not easy putting up with little kids, especially for a year. I hope this summer I don't go crazy when I am teaching swimming lessons. There should only be ten kids in a class at a time, so I should be okay this summer. At MCC, I learned that grounds keeping is an easy job that seems pretty self-paced. I wouldn't mind a job like "D", if it paid well, because I like to work by myself in a quiet environment, doing things manually. I can't sit in a confined spot doing paper work and things of this nature; I have got to be up moving around and at an up beat tempo. So really I don't know why I am going to school because I could get a physical job anywhere right now. But no, I am going to school to get a job so that I can sit behind a desk and do a bunch of stuff. So maybe one day I will find a career that will make me happy.

STUDENT J

Doing service leaning helped me realize that I am meant to be a sports broadcaster, or, be involved in sports in one way or another. I would love to be a coach or a ref for a professional sports team. Before I volunteered at the Y, I may have never known that I was interested in coaching or refing.

Education is probably the most important thing one can acquire throughout their life. The people that are most successful for the most part

in our society are the ones that are the most educated. For the most part I feel that people are not willing to give up their free time to be of service to others. Maybe if service was something that was integrated in schools when children were younger as opposed to in high school or college, people would be more willing to take part in serving others during their lives.

STUDENT K

I learned that I have a great ability to help others and large amount of useful information for getting others in-shape. And I learned that there is no limit to me, if I give it all I've got to succeed! This experience has made me want to pursue my goal of becoming a trainer at a gym!

I would change by service-learning experience by working with children more because working with kids is like showing them the way to success and leadership and creating the way of the future!

To sum it all up, volunteering at the YMCA was a great experience and it not only taught me that is good to give time to help others in need, but to work hard to fulfill my goals!

Results

The results of the statistical analysis of the research questions indicated that there were no significant differences between the students enrolled in the English 102 course with a service learning component and the students enrolled in the English 102 course without a service learning component on the perception of community service, civic involvement, life skills, and civic engagement. There was a statistically significant difference determined with the students' involvement in community service during Fall 2001 and prior to Fall 2001. There was also a statistically significant difference determined in the students' voting record.

Summary of Analysis

This chapter compiled the data collected from two instruments: (1) an academic course evaluation questionnaire and (2) a student life skills self-evaluation. Two student generated products were used: (1) a writing sample and (2) reflection papers (service learning component only). An analysis using *t*-tests was conducted for research questions one, two, and three. An analysis using *t*-tests and *z*-tests as well as an analysis of a writing sample was conducted for research question four. An examination and synthesis of student reflection papers from those enrolled in the service learning component was conducted for research question five.

CHAPTER FIVE

Summary, Findings, Conclusions, Discussion and Implications for Practice, and Recommendations for Research

Summary

The fourfold purpose of this study was to determine if (1) student attitudes toward community service, (2) student attitudes toward civic involvement, (3) student attitudes about life skills, and (4) student attitudes toward civic engagement and service learning differed based on enrollment in a course with a service learning component or enrollment in a course without a service learning component. A related purpose for students enrolled in a course with a service learning component was to determine if the service learning component had an impact on students' future educational or career plans.

Students attending Mesa Community College in Mesa, Arizona comprised the participants of the study. The academic course of the study was English 102 which was taught by the same instructor. Students in two selected sections, one that had service learning component and one that did not have a student learning component, were asked to complete questionnaires, provide writing samples, and submit reflection essays (service learning component only) pertaining to community service, civic involvement, student life skills evaluation, and civic engagement. Corbett and Kendall (1999) stated that "combined quantitative-qualitative research designs would add length and richness to the quality of data obtained" (p. 75). Analysis of the documents used in this study involved both quantitative and qualitative processes to answer the five research questions.

Research Questions

To carry out the purposes of the study the following research questions were addressed:

- R1: What, if any, differences exist in student attitude toward community service between students enrolled in a community college course with a service learning component and students enrolled in the same community college course without a service learning component?
- R2: What, if any, differences exist in student attitude toward civic involvement between students enrolled in a community college course with a service learning component and students enrolled in the same community college course without a service learning component?
- R3: What, if any, differences exist in student attitude toward student life skills self-evaluation between students enrolled in a community college course with a service learning component and students enrolled in the same community college course without a service learning component?
- R4: What, if any, differences exist in student attitude toward civic engagement and service learning between students enrolled in a community college course with a service learning component and students enrolled in the same community college course without a service learning component?
- R5: For students enrolled in the community college course with a service learning component, what, if any, impact does the service learning component have on their future educational or career plans?

Within the community college environment, service learning has been found to be connected to the "technical career options in community colleges and are in line with the emphasis in the community college mission statement which focuses on career preparation and community involvement" (Burr, 1999, p. 50). Mesa Community College was the selected location for the study. In addition, Burr (1999) recommended that community college faculty needed "to utilize service learning not only as a provider of

meaningful learning opportunities but also as a *motivator for students to reach for their potential*" (p. 50). Two of the research questions focused on the extent of the importance of civic engagement and service learning as well as the impact a service learning experience had on students' future educational and career plans.

Findings

Results for question one revealed that there were no differences in student attitudes toward community service for students enrolled in the course with a service learning component and those students enrolled in the course without a service learning component. Results for question two revealed that there were no differences in student attitudes toward civic involvement for students enrolled in the course with a service learning component and those students enrolled in the course without a service learning component. Results for question three revealed that there were no differences in student attitudes toward life skills for students enrolled in the course with a service learning component and those students enrolled in the course without a service learning component. Results for question four revealed that there were no differences in student attitudes toward civic engagement for students enrolled in the course with a service learning component and those students enrolled in the course without a service learning component.

Statistical analysis of the research questions indicated that there were no significant differences between the students enrolled in the English 102 course with a service learning component and the students enrolled in the English 102 course without a service learning component on their perceptions of community service, civic involvement, life skills, and civic engagement.

Utilization of a *t*-test revealed there was a significant difference between the groups related to students' involvement in community service during Fall 2001 and prior to Fall 2001. For example, the students enrolled in the English 102 course that did not offer a service learning component had participated in more community service during Fall 2001 and prior to Fall 2001 than those students who were enrolled in the English 102 course that offered a service learning component. Utilization of a *z*-test revealed there was a significant difference in the students' voting record. For example, the students enrolled in the English 102 course that did not offer a service learning component had more students who voted in the last local election than those students who were enrolled in the English 102 course that offered a service learning component.

Statements written by students in the English 102 course that offered the service learning component indicated that there was some impact of the service learning. Of the 14 students submitting reflection papers, 3 students did not respond to the question about the impact of the service learning component on their future educational or career plans. Of the 11 reflection papers, nine students responded favorably in their comments about the service learning experience with regard to their future educational or career plans, and found that the experience enabled them to consider educational and career choices.

Kretchmar (2001) conducted a study at Gonzaga University which posed a question for students to "reflect on how service learning had an impact on their future in terms of educational and career aspirations" (p. 7). Results from that study revealed that "most students indicated that their experiences had a direct impact on their career or educational goals" (p. 7). The current study at Mesa Community College reflects a

similar assessment by students about the service learning experience that it had a positive impact on their future educational or career plans.

Conclusions

The overarching conclusion of this study is that the incorporation of a service learning component with a content course such as English may not be the most appropriate place for service learning. Careful consideration must be given to the subject matter so that the reflection process connects with the service element and the subject matter. With respect to the English course, in this study, there did not appear to be a connection between the subject matter and the service learning experience. The concept of service learning is that the service component should have applicability to the course content.

Some community college students have intentions to transfer to a four-year institution so a core curriculum course, such as English, that requires a service learning component may hinder students' ability to manage the entire process because of time. A few of the students expressed concern with work and other family issues along with the management of time to meet the service learning requirements. A concern for the community college student raises the question: Can the student afford the time to engage in the service required outside of the study time that is required for such a core curriculum course?

Use of service learning is important to encourage citizenship as was intended by the National Community Service Trust Act of 1993. Selection of the academic course in which to offer service learning is a challenge. Professional arenas such as teacher education, gerontology, nursing, and health may be the more practical approach for service learning where students have a more direct connection for the service component

and specific course material. Considering the dynamics of service learning, rather than combining it with an English course, means perhaps that it should be offered as an internship, a stand-alone course, or only with career/professional courses where there is that specific connection to subject matter.

Discussion and Implications for Practice

Research questions from this study addressed the impact of a service learning component on community college students' attitudes toward community service as well as civic involvement, life skills, civic engagement, and future educational or career plans. Results from the analysis of the data yielded no statistically significant differences for community service, civic involvement, life skills, and civic engagement. Two statistically significance differences were found regarding students' participation in community service during Fall 2001 and prior to Fall 2001 as well as in students' voting record.

Students enrolled in the English 102 course (five of sixteen and nine of sixteen) without the service learning component had more students who participated in community service during Fall 2001 and prior to Fall 2001 than those students in the English 102 course (three of twenty-one and five of twenty-one) with the service learning component. There was no prior advertising of the English 102 service learning component in community college catalog as an option. The faculty member added the component as an in-course option for students enrolled in a specific section. The students in that section had no prior knowledge of the service learning component until they arrived at class at the beginning of the semester and it was announced as a syllabus addendum. Therefore, there is not an opportunity to draw a specific conclusion from

these figures. A general conclusion that could be drawn is that it is an interesting observation that students enrolled in a non service learning course happen to have more hours of community service than those who were enrolled in a course that offered service learning.

Students enrolled in the English 102 course (25.00%) without the service learning component had more students who voted in the last local election than those students in the English 102 course (4.35%) with the service learning component. A general conclusion that could be drawn is that it is an interesting observation that students enrolled in a non service learning course happen to be more civically engaged than those who were enrolled in a course that offered service learning.

Information obtained from the analysis of the writing samples indicated that themes emerging from the 16 documents for those enrolled in the English 102 course without the service learning component about the extent of the importance of civic engagement and service learning were categorized as (1) establishing responsibility, (2) relationship to community, (3) personal development, and (4) college entrance. Themes emerging from the 19 documents for students enrolled in the English 102 course with a service learning component about the extent of the importance of civic engagement and service learning were categorized as (1) involvement in community, (2) career decisions, and (3) personal development. A conclusion that can be drawn from this finding is that there is some similarity in thinking of these students with regard to community and personal development when considering the importance of civic engagement and service learning.

An examination and synthesis of the commentary of the 14 reflection papers submitted by the students at the end of the spring 2002 semester revealed that 3 did not allude to any impact of the service learning component on their educational or career plans. A conclusion that can be drawn from this finding is that the students enrolled in the service learning found that it had a positive impact, and that reflection upon the service learning experience made the students consider future educational or career plans.

Implications for practice from this study involve the opportunity to offer more service learning within the community college environment. Some avenues may include the practical approach to the requirement of the service learning, the interest of faculty in service learning for various disciplines, and the coordination of the student schedules. Particular attention should be given to the community college student needs when integrating service learning in the curriculum.

Students who completed the English 102 course with the service learning component expressed concerns about the requirements. However, as they progressed through the semester and finished the service hours, they were appreciative of the experience based on how much they learned about community as well as about how some of the lessons learned could help them with their future careers. Research by Corbett and Kendall (1999) of students at the University of Utah produced a similar discovery in which not all of the students were complimentary about the required service. The current study reveals that there is still a prevalent concern about the student perception of the service learning component as a mandatory course requirement.

One implication from this study is that the faculty member who guided the process was new to the concept of service learning. Faculty who are interested in

offering service learning in their courses have to take the risk of chartering new waters by allowing students to engage in service learning and adapting it to the course requirements. The selection of the English 102 course for the study was atypical of the majority of psychological or sociological courses that have been used for service learning studies. Since this study revealed that English may not be the most appropriate subject to use for service learning, consideration should be given to the specific course subject matter and the service learning experience that will allow for the connection between the two during the reflection process. However, service learning is being adopted across disciplines at the university level so it may be possible for community college faculty to collaborate across disciplines as well. Essentially important is that faculty be the key personnel for determining the need for service learning within their courses. This was a groundbreaking initiative on the part of the faculty member at a community college to cooperate with the community college's service learning director in order to conduct such a study. Faculty should use the necessary resources available to provide successful service learning experiences for students. Such a spirit will, perhaps, enable more community college faculty to incorporate service learning in their courses of instruction.

Another implication from the study is the selection of the site for the service learning component. Students were able to select the location of the service learning and given the options to change as necessary to work according to their schedule. Many indicated that they had to work the service learning requirement around their other work schedules and felt some disdain that they were required to serve without receiving payment for their services, which took time and money away from their normal work.

Timing and availability is very important to the process because of the nature of the community college student's life and work schedules. With any new venture, there will be certain issues that will need to be addressed. Promotion of the incorporation of service learning in community college courses will have to address the particular needs of these students if it is to be a viable method for teaching. Faculty will need to be conscious of the students' age, background in service learning, as well as potential conflicts with employment schedules. As these issues are addressed, the students become active participants in the process of determining the service learning experience.

Recommendations for Research

Research of service learning at the community college level is a broad arena of opportunity. The case study at Mesa Community College focused on student perception of community service, civic involvement, life skills, civic engagement, and service learning. Though the results indicated there was not a difference in attitude among students enrolled in an English 102 course that offered a service learning component and students enrolled in an English 102 course that did not offer a service learning component regarding community service, civic involvement and civic engagement additional research is need for community college students. Research that can be conducted involves recommendations from other studies, specifically the research of Shiarella, McCarthy, and Tucker (2000) using the community service attitudes scale (CSAS) as well as the research of Moore and Sandholtz (1999) in the design of successful service learning programs.

Recommendation One

Shiarella, McCarthy, and Tucker (2000) developed a community service attitudes scale (CSAS) which measured college students' attitudes about community service and was administered at a Western University in 1997 and 1998. Shiarella, McCarthy, and Tucker recommended that this scale "can help inform and increase researchers' and educators' understanding of students' attitudes toward community service projects performed for college credit or as a course requirement" (p. 299). The CSAS scale could be administered on the community college level to assist in determining the students' attitudes.

Recommendation Two

Moore and Sandholtz (1999) stated that "if service learning programs are to achieve their promising potential, researchers need to continue examining the experiences of students involved in the projects and expand the knowledge of the key features needed for successful programs" (p. 482). Central to the development of the programs is the involvement of the faculty. New faculty to service learning need the key features so the infusion of service learning is processed into the course of instruction as seamlessly as possible. The American Association of Community Colleges can continue with the Horizons programs and the Horizons mentoring colleges, which focus on and promote service learning. The Association must keep information about programs and recent developments at the forefront so that community college faculty are aware of the Association's willingness to assist with the development of community college service learning initiatives.

Closing Comments

The nature of the research for service learning has centered on finding ways to document how students view the experience and learn from the process. Results of this study produced some interesting perspectives of students in the community college. While researchers argue for the quantitative approach and are determined to discover how the process affects student learning, others understand that there is a need to consider the student. Osborne, Hammerich, and Hensley (1998) provided the eloquent perspective of the value of research for service learning:

it is unrealistic to assume that service learning research will ever lead to a precise picture of the effects on students. Service-learning experiences and outcomes are as variable as the students themselves. Rather than attempt to create a prescription, then, that implicitly denies the individuality of the learner or the agenda or community partner, it is reasonable to follow Astin and Sax's lead in calling for research to document the menu of attributes and skills service-learning can positively affect. (p. 11)

With regard to the individuality of the student, this study presented results of how a service learning component impacted students' future educational or career plans. Research could focus on this question to further substantiate the usefulness of service learning in this area for community college students.

Service learning is a method of teaching that is used within colleges and universities and is now in use at the community college level. Results of this study add to the knowledge about community college students' involvement in service learning and provide a resource for community college professionals to understand the impact of a service learning component on students' future educational or career plans.

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APPENDICES

APPENDIX A

Academic Course Evaluation Questionnaire

ACADEMIC COURSE EVALUATION QUESTIONNAIRE

This following questionnaire is part of an evaluation of Civic Involvement and Community Service perception. Please take a few minutes to answer the following questions as accurately as you can by filling in the blanks (please print) and checking the appropriate box(es).

1. REFERENCE NUMBER (assigned by professor) : _____
2. BIRTH DATE: ____ / ____ / ____
M D Y
3. HOMETOWN: _____
(Include the state, e.g., DALLAS, TX)
4. MAJOR: _____
(E.g., POLITICAL SCIENCE)
M D Y
5. GENDER: ☐ Female ☐ Male
6. ETHNICITY: ☐ Anglo ☐ African-American ☐ Hispanic ☐ Asian ☐ Other
7. CLASS: ☐ Freshman ☐ Sophomore
8. If you had high school courses dealing with any of the areas below, please indicate by checking as many as applicable:
☐ Citizenship ☐ Philanthropy ☐ Volunteerism ☐ Community Service
9. If you have had college courses dealing with any of the areas below, please indicate by checking as many as applicable:
☐ Citizenship ☐ Philanthropy ☐ Volunteerism ☐ Community Service

Items 8-18 ask you to report on past and future (anticipated) behaviors. Please read each item carefully before answering as they cover specific periods of time. Questions ask about community service. Community service includes volunteer activities which improve the community and the lives of the citizens who live there. Some examples are volunteering at a hospital, helping at a food bank, participating in a neighborhood clean-up, and mentoring school children.

8. Indicate the average number of hours each week you spent doing volunteer community service during the Fall 2001 semester. (Check appropriate box)

HOURS: ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6+

If you indicated one or more hours per week, briefly describe the volunteer activities:

- (a) _____
 (b) _____
 (c) _____

(Questionnaire continues on the back of this page)

9. Indicate the average number of hours each week you spent doing volunteer community service during the year prior to the Fall 2001 semester. (Check appropriate box)

HOURS: ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6+

If you indicated one or more hours per week, briefly describe the volunteer activities:

- (a) _____
 (b) _____
 (c) _____

10. Did either of your parents volunteer to perform community service during 2001?

☐ Yes ☐ No ☐ Don't Know

11. Did either of your parents volunteer to perform community service at any time prior to 2001?

☐ Yes ☐ No ☐ Don't Know

12. Indicate the average number of hours you believe an adult should spend doing volunteer community service each week. (Check appropriate box)

HOURS: ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6+

13. Indicate the average number of hours you believe you will spend doing volunteer community service each week during the next semester (Fall, 2002). (Check appropriate box)

HOURS: ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6+

14. Indicate the average number of hours you believe you will spend doing volunteer community service each week after you graduate from college. (Check appropriate box)

HOURS: ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6+

Respond to statements in items 15-18 by checking the appropriate box:

15. Are you currently registered to vote? ☐ Yes ☐ No
 16. Did you vote in the last student government election? ☐ Yes ☐ No
 17. Did you vote in the last local election? ☐ Yes ☐ No
 18. Did you vote in the last United States presidential election? ☐ Yes ☐ No

Indicate your level of agreement with the statements in items 19-26 by checking the appropriate box:

19. Citizens should vote in every election, regardless of the office or issue at stake.
 STRONGLY DISAGREE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 STRONGLY AGREE
 20. Citizens have a responsibility to perform volunteer community service.
 STRONGLY DISAGREE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 STRONGLY AGREE

21. Most poor adults are not to blame for their circumstances.

STRONGLY DISAGREE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 STRONGLY AGREE

22. All college students should be expected to volunteer for community service.

STRONGLY DISAGREE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 STRONGLY AGREE

23. A well-educated public is essential in a democratic society such as ours.

STRONGLY DISAGREE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 STRONGLY AGREE

24. The plight of most homeless persons is due to their own shortcomings.

STRONGLY DISAGREE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 STRONGLY AGREE

25. Jury duty should be an option rather than an obligation.

STRONGLY DISAGREE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 STRONGLY AGREE

26. Community activists generally do more harm than good.

STRONGLY DISAGREE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 STRONGLY AGREE

Respond to statements in items 27-32 by checking the appropriate box:

27. Civic involvement is _____ for developing and improving our neighborhoods.

UNNECESSARY ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ESSENTIAL

28. Activism at the local level is generally:

INEFFECTIVE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 EFFECTIVE

29. Neighborhood residents have the ultimate responsibility for improving their neighborhood:

STRONGLY DISAGREE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 STRONGLY AGREE

30. This Community College Neighborhood is one about which I know:

NOTHING ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 A LOT

31. My perception of this Community College Neighborhood is:

STRONGLY NEGATIVE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 STRONGLY POSITIVE

32. The general perception of this Community College Neighborhood is:

STRONGLY NEGATIVE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 STRONGLY POSITIVE

Many groups and organizations have a potential role to play in improving neighborhoods. Please indicate your opinion on what the level of involvement should be for the organizations listed in items 33-38. If you are unfamiliar with any of the groups, leave that item blank.

33. _____ Community College:

NO INVOLVEMENT ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 STRONG INVOLVEMENT

34. _____ Community College Students:

NO INVOLVEMENT ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 STRONG INVOLVEMENT

35. Neighborhood Political Organizations (e.g., NAACP, LULAC):

NO INVOLVEMENT ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 STRONG INVOLVEMENT

36. City Council:

NO INVOLVEMENT ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 STRONG INVOLVEMENT

37. Neighborhood Residents:

NO INVOLVEMENT ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 STRONG INVOLVEMENT

38. Neighborhood Activists:

NO INVOLVEMENT ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 STRONG INVOLVEMENT

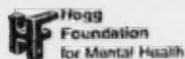
APPENDIX B

Permission from Culler

12/12/00 13:31

512 471 9608

HOGG FOUNDATION



Executive Director
Charles M. Berjean

Associate Director
Ralph E. Culler

Program Directors
Raymundo Rodriguez
Adrian Rhue Fowler
Markon Tolbert Coleman

Communications Director
Jeffery R. Patterson

Special Counsel
Wayne H. Holtzman

December 12, 2000

Ms. Dana Lee Haines
Assistant Director of Student Activities
Baylor University
P.O. Box 97074
Waco, Texas 76798-7074

Dear Ms. Haines:

I understand that you plan to study student attitudes of service learning at a community college. You have my permission to adapt the CECS Evaluation Consent Form and related Questionnaires, which I developed in 1993, for your upcoming study. Accordingly, I have emailed you electronic copies of the documents, which you may edit to fit your needs.

Good luck with the study, and let me know if there is any other way I can help.

Regards,

A handwritten signature in cursive script that reads 'Ralph'.

Ralph E. Culler

REC:mb

Mailing Address:
The University of Texas
Post Office Box 7998
Austin, Texas 78713-7998

Street Address:
Lusk Austin Centre
2051 Lusk Austin Boulevard
Suite 400
Austin, Texas 78703-4200

Telephone:
(512) 471-5041
(800) 404-4336 (Toll Free)
(512) 471-9608 (Fax)

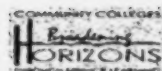
Email:
hogg@hogg.utexas.edu

World Wide Web:
hogg.hogg.utexas.edu

Celebrating Sixty Years of Mental Health Philanthropy in Texas
1940-2000

APPENDIX C

Student Life Skills Self-Evaluation



Mesa Community College

**Evaluation Form for Specific Class
Student Life Skills Self-Evaluation**

Discipline: _____

Student Reference #: _____

Directions: I am really interested in you and your honest self-assessment. Please read each statement carefully, look inside yourself, and decide which rating is the most appropriate for you. Indicate your level of agreement with each statement by circling the appropriate choice.

Course: _____	Strongly Disagree	Disagree	Uncure	Agree	Strongly Agree
1. I am confident I have control over my life and my destiny.	1	2	3	4	5
2. I am open to new ideas.	1	2	3	4	5
3. I am open to different perspectives.	1	2	3	4	5
4. I can handle stress in an appropriate manner.	1	2	3	4	5
5. I make good use of my time.	1	2	3	4	5
6. I like who I am as a person.	1	2	3	4	5
7. I feel like I have a clear sense of direction toward the person I want to be.	1	2	3	4	5
8. I work well with others.	1	2	3	4	5
9. I can communicate clearly in expressing my thoughts and feelings to others.	1	2	3	4	5
10. I am able to understand accurately the feelings, needs, and desires of others.	1	2	3	4	5
11. I am committed to a lifetime of learning.	1	2	3	4	5
12. I am confident I am able to function effectively in my society and general environment.	1	2	3	4	5
13. I am confident I can achieve my full potential as a human being.	1	2	3	4	5

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APPENDIX D

Permission from Robinson

DEC-18-2001 15:47

AACC (SUITE 110)

2027202965



One Dupont Circle, NW
Suite 410
Washington, DC 20036

www.aacc.edu

(T) 202.729.0200

(F) 202.853.2467

December 18, 2001

Dana Lee Haines
Baylor University

Dear Dana:

I understand you are studying student attitudes in service learning courses. AACC hereby grants permission for you to use and/or adapt items from two of its service learning evaluation instruments, Service Learning Pedagogy Survey (H2R) and Student Life Skills Self-Evaluation (H3aR). I look forward to learning the results of your work.

Sincerely,

A handwritten signature in dark ink, appearing to read "Gail Robinson", followed by a horizontal line.

Gail Robinson
Coordinator of Service Learning

BEST COPY AVAILABLE

APPENDIX E

Service Learning Agencies/Sites

The following lists the agencies and the number of students working at each location for a total of 14 students:

CARE Partnership (1)

Chandler-Gilbert YMCA (1)

Mesa YMCA (2)

Neely Elementary (1)

O'Conner Elementary (1)

Parks & Recreation Department of Apache Junction (1)

Paz de Cristo (2)

Queen Creek Animal Rehab/MCC Groundskeeping/Patterson Elementary School (1)

Red Mountain High School (1)

Red Mountain Ranch Elementary School (2)

YMCA (1)

APPENDIX F

Research Grant



Student Activities

425 22nd Street
Glen Ellyn, Illinois 60137-6599
<http://www.cod.edu>

630 942-2243

28 September 2001

Dana Lee Haines
P.O. Box 6119
Waco, TX 76706

Dear Dana:

On behalf of the Illinois Community College Student Activities Association I am pleased to inform you that you have been awarded our 2001 Research Grant.

Your proposed research project, *"The Impact of Service Learning on Community College Student Attitudes,"* was well received by our committee and the general membership. We look forward to your completed project and know that this research will be valuable to our member schools and many other community colleges in America.

As you know, upon completion of your research, you will be awarded a \$1000.00 stipend. Please remember that if you are so fortunate to have this research published that you agreed to acknowledge the support of ICCSAA in your research.

Also, as in year's past, our award winners have presented their research at one of our conferences (either in Spring or Fall). However, as you are the first recipient from outside Illinois, we will make a decision in the next few weeks on how we want you to report your findings to us, upon completion.

Please feel free to contact me with any further questions, or if you need any assistance in your research. Again, we are impressed with the work you have done thus far, and look forward to your final report. CONGRATULATIONS!

We will be sending press releases out in the near future to announce your award. If you have certain places you would like a press release sent (hometown news, alumni organizations, professional organizations) please let me know via e-mail.

Sincerely,

A handwritten signature in cursive script, appearing to read 'Robb Frank'.

Robb Frank
Coordinator of Student Activities
Faculty in Liberal Arts
ICCSAA Research Grant Coordinator

BEST COPY AVAILABLE

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